

1997-98 Louisiana Progress Profiles

District Composite Report

Lafayette Parish

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Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

-
- a description of how data are organized in the accompanying table(s);
 - a description of how data appear in the *School Report Cards*;
 - definitions of key terms, where applicable;
 - formulas/equations used to calculate statistics, where applicable; and
 - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

Report. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

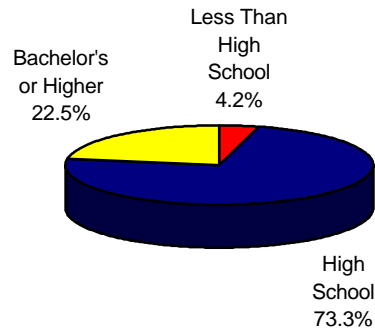
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

Lafayette Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

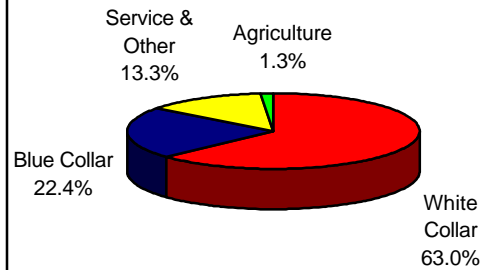
Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

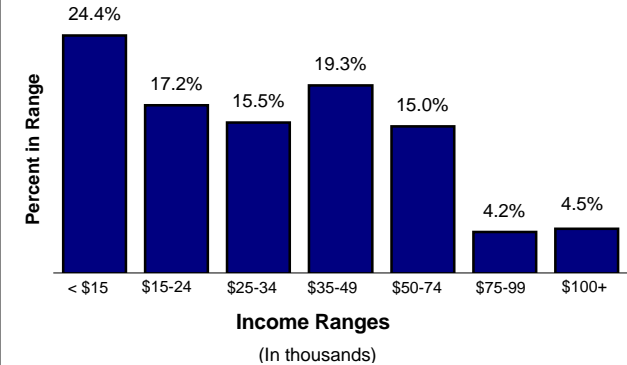
Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

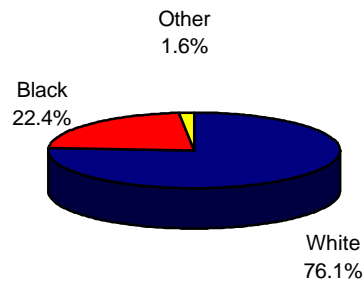
Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

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Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	18.3%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood

	Parish	State	Nation
Single Parent Households	15.8%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

Labor Related Statistics

	Parish	State	Nation
Per Capita Income ¹	\$22,078	\$19,709	\$24,436
Unemployment Rate ²	5.9%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	15.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local**: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State**: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal**: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil**: total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures**: monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures**: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services**: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil**: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

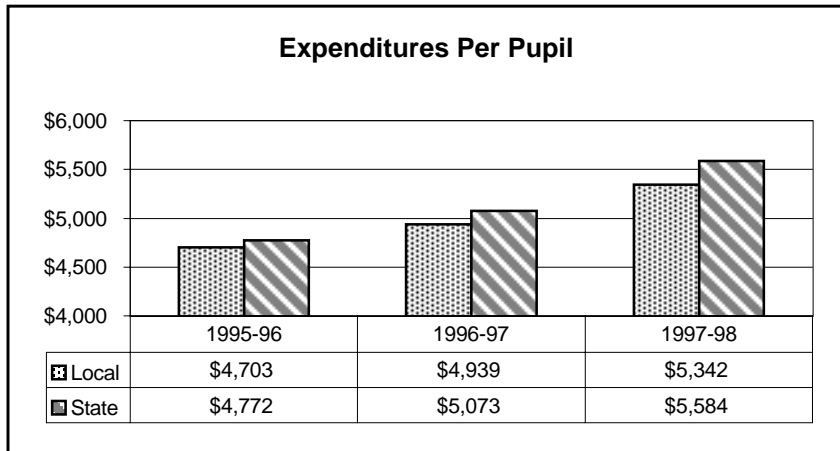
Lafayette Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$60,448,460	41.5%	36.8%	\$67,912,515	43.2%	37.4%	\$73,645,710	43.7%	37.6%
State	\$69,064,258	47.5%	50.9%	\$72,191,673	46.0%	50.8%	\$77,193,795	45.8%	51.0%
Federal	\$15,987,496	11.0%	12.3%	\$16,926,178	10.8%	11.8%	\$17,832,217	10.6%	11.4%
Total	\$145,500,214	100.0%	100.0%	\$157,030,366	100.0%	100.0%	\$168,671,722	100.0%	100.0%

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
30,857	30,653	30,450

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$4,715	\$5,123	\$5,539
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$20,228	\$27,435	\$26,800
1996-97	\$21,887	\$28,839	\$29,025
1997-98	\$24,443	\$31,231	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$93,369,669	71.9%	68.0%	\$103,238,048	72.9%	68.2%	\$114,147,889	74.1%	68.9%
Non-Instructional Expenditures	\$36,451,238	28.1%	32.0%	\$38,286,720	27.1%	31.8%	\$39,801,124	25.9%	31.1%
Subtotal	\$129,820,907	100.0%	100.0%	\$141,524,768	100.0%	100.0%	\$153,949,013	100.0%	100.0%
Facility Acquisition & Construction Services	\$15,299,964			\$9,872,620			\$8,709,736		
Total Expenditures (excluding debt services)	\$145,120,871			\$151,397,388			\$162,658,749		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

		Schools in Lafayette Parish					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Schools in Lafayette Parish							
	October 1 Membership	29,703	29,855	29,885	30,669	30,374	30,190
	Number of Faculty	1,914	1,943	1,988	1,962	1,974	2,021

		Faculty with a Master's Degree or Higher									
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Faculty with a Master's Degree or Higher		41.31	784	41.92	807	40.30	794	39.41	770	40.29	790
		39.24	793								

		Class Size Characteristics for Grades K-12									
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Class Size Characteristics for Grades K-12											
<i>Elementary Schools</i>											
	Class Size Range 1 - 20	~	~	27.22	196	34.50	267	37.60	294	39.90	316
	Class Size Range 21 - 26	~	~	52.78	380	51.03	395	47.70	373	51.14	405
	Class Size Range 27 or more	~	~	20.00	144	14.47	112	14.71	115	8.96	71
<i>Middle/Jr. High Schools</i>											
	Class Size Range 1 - 20	~	~	23.50	383	25.35	417	26.64	435	27.71	453
	Class Size Range 21 - 26	~	~	31.35	511	37.99	625	36.99	604	39.02	638
	Class Size Range 27 or more	~	~	45.15	736	36.66	603	36.37	594	33.27	544
<i>High Schools</i>											
	Class Size Range 1 - 20	~	~	23.00	359	21.02	320	16.61	252	20.46	323
	Class Size Range 21 - 26	~	~	30.49	476	31.73	483	29.93	454	32.43	512
	Class Size Range 27 or more	~	~	46.51	726	47.24	719	53.46	811	47.12	744
<i>All Schools</i>											
	Class Size Range 1 - 20	26.11	1,016	23.98	938	25.48	1,004	24.95	981	27.26	1,092
	Class Size Range 21 - 26	35.85	1,395	34.95	1,367	38.14	1,503	36.39	1,431	38.82	1,555
	Class Size Range 27 or more	38.04	1,480	41.06	1,606	36.39	1,434	38.66	1,520	33.92	1,359

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance					
1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	1997-98
<i>Elementary Schools</i>	~	95.98	96.08	97.27	98.16
<i>Middle/Jr. High Schools</i>	~	94.54	94.63	94.92	96.33
<i>High Schools</i>	~	92.83	93.59	96.57	99.62
<i>All Schools</i>	94.87	94.75	95.01	96.42	98.04

Student Dropouts												
1992-93 ³			1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
0.16	4		0.04	1	0.04	1	3.33	90	6.08	162	3.54	95
0.14	3		0.08	2	0.04	1	5.27	127	7.90	200	7.81	191
0.38	4		0.15	1	1.56	18	11.22	358	18.79	584	11.07	334
0.23	5		0.04	1	0.97	22	7.70	185	12.51	305	8.72	213
0.11	2		0.00	0	0.86	17	7.90	154	12.34	262	9.15	190
0.25	4		0.00	0	0.56	9	5.67	90	8.35	134	3.23	56

Percent of Student Attendance

Student Dropouts

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled													
		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Students Suspended and Expelled													
<i>Elementary Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	3.96	570	4.74	663
Suspended (Out of School)		~	~	3.90	525	1.89	255	3.66	556	1.87	270	3.94	551
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.05	7	0.00	0	0.00	0	0.01	1	0.02	3
<i>Middle/Jr. High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	17.86	1,615	26.97	2,447
Suspended (Out of School)		~	~	33.71	2,463	25.54	1,907	18.27	1,680	10.38	939	22.23	2,017
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	1.31	96	1.06	79	0.87	80	0.98	89	1.28	116
<i>High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	16.72	1,499	24.10	2,190
Suspended (Out of School)		~	~	28.11	1,860	19.94	1,402	16.29	1,456	16.50	1,479	19.74	1,794
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	1.47	97	1.42	100	1.17	105	0.93	83	0.86	78
<i>All Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	11.38	3,683	16.53	5,298
Suspended (Out of School)		11.77	3,191	17.70	4,848	12.73	3,564	11.10	3,686	8.30	2,687	13.61	4,361
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		0.56	153	0.73	200	0.64	179	0.56	185	0.53	173	0.61	197

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement

Reading Level Evaluation Results												
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 ¹		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Reading Level Evaluation Results - Grade 02												
Students Assessed	~		~		~		~		~		2,454	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	43.11	1,058	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	36.76	902	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	20.13	494	
Reading Level Evaluation Results - Grade 03												
Students Assessed	~		~		~		~		~		2,441	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	50.96	1,244	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	44.65	1,090	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	4.38	107	

Percent of Students Passing CRT and Number of Students Tested												
1992-93		1993-94		1994-95		1995-96 ²		1996-97		1997-98		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Criterion-referenced Test (CRT) Results - Grade 03												
Language Arts	93	2,229	93	2,253	89	2,260	90	2,292	92	2,280	92	2,467
Mathematics	92	2,207	91	2,239	89	2,233	90	2,282	92	2,268	90	2,451
Criterion-referenced Test (CRT) Results - Grade 05												
Language Arts	94	2,202	90	2,270	86	2,129	87	2,367	89	2,400	88	2,260
Mathematics	91	2,193	88	2,260	87	2,122	87	2,359	88	2,387	91	2,257
Criterion-referenced Test (CRT) Results - Grade 07												
Language Arts	93	2,118	94	2,162	87	2,025	87	2,325	88	2,225	89	2,271
Mathematics	89	2,123	89	2,164	84	2,013	82	2,310	82	2,218	84	2,269
Graduation Exit Exam (GEE) Results												
Language Arts	94	1,682	93	1,573	94	1,605	89	1,811	86	1,845	90	1,920
Mathematics	88	1,682	87	1,564	88	1,607	83	1,826	83	1,851	84	1,929
Written Composition	89	1,657	93	1,569	98	1,588	95	1,759	96	1,813	97	1,906
Science	90	1,417	94	1,434	89	1,412	87	1,524	87	1,645	89	1,641
Social Studies	92	1,418	91	1,428	92	1,428	92	1,520	89	1,661	90	1,643

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quartile	~	~	~	~	~	24.2
	Third Quartile	~	~	~	~	~	25.2
	Second Quartile	~	~	~	~	~	29.2
	First Quartile	~	~	~	~	~	21.4
	Percentile Rank	~	~	~	~	~	53.0
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quartile	~	~	~	~	~	24.8
	Third Quartile	~	~	~	~	~	26.3
	Second Quartile	~	~	~	~	~	27.5
	First Quartile	~	~	~	~	~	21.4
	Percentile Rank	~	~	~	~	~	53.0
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quartile	~	~	~	~	~	24.2
	Third Quartile	~	~	~	~	~	27.9
	Second Quartile	~	~	~	~	~	28.2
	First Quartile	~	~	~	~	~	19.6
	Percentile Rank	~	~	~	~	~	53.0
Norm-referenced Test (NRT) Results - Grade 09							
	Fourth Quartile	~	~	~	~	~	22.7
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	26.7
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	49.0
Norm-referenced Test (NRT) Results - Grade 10							
	Fourth Quartile	~	~	~	~	~	26.6
	Third Quartile	~	~	~	~	~	27.6
	Second Quartile	~	~	~	~	~	26.0
	First Quartile	~	~	~	~	~	19.8
	Percentile Rank	~	~	~	~	~	54.0

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 11						
Fourth Quartile	~	~	~	~	~	26.6
Third Quartile	~	~	~	~	~	23.5
Second Quartile	~	~	~	~	~	27.4
First Quartile	~	~	~	~	~	22.5
Percentile Rank	~	~	~	~	~	51.0

College Readiness

American College Test (ACT) Results						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Average Composite Score	20.3	20.3	20.0	20.5	20.4	20.6

First-time College Freshmen Performance											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	1,359		1,463		1,454		1,433		1,396		~
42.24	574	46.41	679	43.47	632	44.38	636	42.62	595	~	~
41.46	238	47.13	320	30.85	195	47.80	304	44.87	267	~	~

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics	2-11

Table 1
Schools in Lafayette Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
028001	Acadian Middle School						
	Grade Structure	4-8,S	4-8,S	4-8	4-8	4-8	4-8
	October 1 Membership	1,039	1,026	973	972	957	922
	Number of Faculty	55	60	62	62	59	59
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028002	Acadiana High School						
	Grade Structure	9-12,NG,S	9-12,NG,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,696	1,701	1,710	1,874	1,869	1,976
	Number of Faculty	97	95	98	100	104	107
	Category	~	High	High	High	High	High
028003	Alleman, L.J., Middle School						
	Grade Structure	5-8	5-8	5-8	5-8	5-8	5-8
	October 1 Membership	613	671	657	720	739	693
	Number of Faculty	50	53	53	56	56	56
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028004	Boucher, Alice N., Elementary School						
	Grade Structure	K-3,S	K-3,S	K-3	K-3	K-3	K-3
	October 1 Membership	526	480	450	410	370	394
	Number of Faculty	45	43	37	39	39	37
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028005	Breaux, Paul, Middle School						
	Grade Structure	5-8,S	5-8,S	6-8	K,6-8	6-8	6-8
	October 1 Membership	654	641	619	615	636	620
	Number of Faculty	62	61	51	58	55	52
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028006	Broadmoor Elementary School						
	Grade Structure	K-4,S	P,K-4,S	K-4	K-4	K-4	K-4
	October 1 Membership	802	791	776	770	741	700
	Number of Faculty	54	51	50	49	50	52
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028007	Broussard Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	5-8
	October 1 Membership	667	717	693	705	686	736
	Number of Faculty	42	44	46	42	43	43
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Lafayette Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
028008	Carencro Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	5-8
	October 1 Membership	889	985	1,018	1,053	1,052	1,004
	Number of Faculty	52	58	62	66	68	71
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028009	Carencro Heights Elementary School						
	Grade Structure	K-4,S	K-4,S	P,K-4	K-4	K-4	K-4
	October 1 Membership	843	812	807	814	827	830
	Number of Faculty	52	52	52	53	55	51
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028010	Carencro High School						
	Grade Structure	9-12,S	8-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,188	1,248	1,365	1,520	1,547	1,619
	Number of Faculty	70	73	79	82	83	89
	Category	~	High	High	High	High	High
028011	Comeaux, O. High School						
	Grade Structure	7,9-12,S	7,9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,626	1,592	1,686	1,885	1,880	1,857
	Number of Faculty	96	99	101	102	105	110
	Category	~	High	High	High	High	High
028012	Drexel, Katharine, Elementary School						
	Grade Structure	K-4,S	P,K-4	P,K-4	K-4	K-4	K-4
	October 1 Membership	651	635	594	563	574	552
	Number of Faculty	44	44	45	43	40	37
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028013	Duson Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	225	287	287	273	256	246
	Number of Faculty	22	27	24	25	23	21
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028014	Faulk, J.W., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	950	952	927	885	829	853
	Number of Faculty	64	63	65	67	66	56
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Lafayette Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
028015	James, J. Wallace, Elementary School						
	Grade Structure	K-1,S	K-2,S	P,K-1	K-1	K-1	K-1
	October 1 Membership	180	186	184	162	144	142
	Number of Faculty	17	20	23	22	19	16
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028016	Judice Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	5-8
	October 1 Membership	625	628	633	668	649	593
	Number of Faculty	38	40	40	41	41	41
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028017	Judice, L. Leo, Elementary School						
	Grade Structure	K-1,S	K-1,S	P,K-1	K-1	K-1	K-1
	October 1 Membership	322	308	323	337	334	313
	Number of Faculty	28	26	25	28	28	25
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028018	Lafayette Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	756	802	753	772	762	747
	Number of Faculty	48	48	53	53	49	51
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028019	Lafayette High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,810	1,776	1,844	2,127	2,104	2,053
	Number of Faculty	115	115	116	122	126	124
	Category	~	High	High	High	High	High
028021	Lindon, Green T., Elementary School						
	Grade Structure	K-4,S	P,K-4,S	P,K-4	K-4	K-4	K-4
	October 1 Membership	584	595	644	672	709	750
	Number of Faculty	42	42	46	46	51	48
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028022	Martin, Edgar Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	5-8
	October 1 Membership	930	918	881	912	923	942
	Number of Faculty	53	53	52	54	56	58
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Lafayette Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
028023	Milton Elementary School						
	Grade Structure	K-8	P,K-8	K-8	K-8	K-8	K-8
	October 1 Membership	749	811	819	819	805	802
	Number of Faculty	44	47	48	48	50	48
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028024	Montgomery, S.J., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,NG,S	P,K-5	K-5	K-5	K-5
	October 1 Membership	951	886	836	769	696	643
	Number of Faculty	74	78	75	70	64	56
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028025	Moss, N.P., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8	6-8	6-8	6-8
	October 1 Membership	653	613	614	582	598	581
	Number of Faculty	49	48	49	50	52	46
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028026	Myrtle Place Elementary School						
	Grade Structure	K-5,S	P,K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	392	393	418	442	412	367
	Number of Faculty	42	44	42	40	41	38
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028027	Northside High School						
	Grade Structure	7-12,S	8-12	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,104	1,097	1,028	1,134	1,103	1,086
	Number of Faculty	72	73	71	70	65	69
	Category	~	High	High	High	High	High
028028	Ossun Elementary School						
	Grade Structure	K-5	P,K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	732	724	765	818	838	839
	Number of Faculty	49	48	50	52	52	56
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028029	Plantation Elementary School						
	Grade Structure	K-3	K-3,S	K-3	K-3	K-3	K-3
	October 1 Membership	708	747	767	759	737	699
	Number of Faculty	44	47	47	47	50	50
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Lafayette Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
028030	Prairie Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5	K-5	K-5
	October 1 Membership	839	840	871	866	902	937
	Number of Faculty	52	53	57	60	61	60
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028031	St. Antoine Elementary School						
	Grade Structure	2-5,S	2-5,S	2-5	2-5	2-5	2-5
	October 1 Membership	302	317	301	269	269	259
	Number of Faculty	28	27	29	27	27	23
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028032	Scott Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	5-8
	October 1 Membership	1,056	1,095	1,076	1,012	1,030	1,032
	Number of Faculty	59	61	66	64	66	65
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028033	Truman Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5	K-5	K-5
	October 1 Membership	523	537	524	543	518	522
	Number of Faculty	43	40	43	40	42	37
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028034	Vermilion Elementary School						
	Grade Structure	P,K-4,S	P,K-4,S	P,K-5	K-5	K-5	K-5
	October 1 Membership	297	309	370	377	335	336
	Number of Faculty	31	28	32	33	33	32
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028035	Career Center						
	Grade Structure	8-12,S	8-12,S	NG	Closed	~	~
	October 1 Membership	97	30	17	Closed	~	~
	Number of Faculty	52	49	52	Closed	~	~
	Category	~	High	Middle/Jr. High	Closed	~	~
028036	Westside Elementary School						
	Grade Structure	P,2-4,S	P,2-4,S	2-4	2-4	2-4	2-4
	October 1 Membership	432	479	459	432	419	434
	Number of Faculty	35	35	35	35	33	30
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Lafayette Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
028037	Woodvale Elementary School						
	Grade Structure	P,K-4,S	K-4,S	K-4	K-4	K-4	K-4
	October 1 Membership	701	689	690	694	706	709
	Number of Faculty	50	51	50	51	54	51
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028038	Youngsville Middle School						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	5-8
	October 1 Membership	472	489	476	491	497	546
	Number of Faculty	33	36	34	37	36	31
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
028039	Ridge Elementary School						
	Grade Structure	K-4,S	K-4,S	P,K-4	K-4	K-4	K-4
	October 1 Membership	981	920	808	801	812	816
	Number of Faculty	55	54	54	54	54	50
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028040	Evangeline Elementary School						
	Grade Structure	K-3,S	K-3,S	K-3	K-3	K-3	K-3
	October 1 Membership	799	794	756	770	734	728
	Number of Faculty	51	53	52	52	52	51
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028043	LeRosen W. A. Elementary School						
	Grade Structure	4-5	4-5	4-5	4-5	4-5	4-5
	October 1 Membership	339	334	320	382	375	312
	Number of Faculty	27	26	26	28	32	24
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
028044	C.A.P.S Continuing Academic Program						
	Grade Structure	~	~	6	Closed	~	~
	October 1 Membership	~	~	146	Closed	~	~
	Number of Faculty	~	~	7	Closed	~	~
	Category	~	~	Elementary	Closed	~	~
District							
	October 1 Membership	29,703	29,855	29,885	30,669	30,374	30,190
	Number of Faculty	1,914	1,943	1,988	1,962	1,974	2,021

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Faculty degree status— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\frac{\text{Percent of Faculty with a Master's Degree or Higher}}{\text{Percent of Faculty with a Master's Degree or Higher}} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028001	Acadian Middle School	47.27	26	50.00	30	46.77	29	43.55	27	47.46	28	44.07	26
028002	Acadiana High School	56.70	55	53.68	51	50.00	49	48.00	48	48.08	50	48.60	52
028003	Alleman, L.J., Middle School	50.00	25	52.83	28	56.60	30	53.57	30	53.57	30	42.86	24
028004	Boucher, Alice N., Elementary School	28.89	13	34.88	15	35.14	13	46.15	18	43.59	17	37.84	14
028005	Breaux, Paul, Middle School	54.84	34	49.18	30	49.02	25	44.83	26	44.44	24	48.08	25
028006	Broadmoor Elementary School	37.04	20	31.37	16	32.00	16	32.65	16	40.00	20	34.62	18
028007	Broussard Middle School	30.95	13	34.09	15	34.78	16	38.10	16	48.84	21	44.19	19
028008	Carencro Middle School	44.23	23	39.66	23	40.32	25	37.88	25	33.82	23	35.21	25
028009	Carencro Heights Elementary School	25.49	13	26.92	14	28.85	15	26.42	14	29.09	16	27.45	14
028010	Carencro High School	42.86	30	42.47	31	41.77	33	39.02	32	43.37	36	39.33	35
028011	Comeaux, O. High School	50.00	48	51.52	51	51.49	52	51.00	51	52.38	55	48.18	53
028012	Drexel, Katharine, Elementary School	31.82	14	31.82	14	31.11	14	34.88	15	32.50	13	29.73	11
028013	Duson Elementary School	45.45	10	37.04	10	41.67	10	44.00	11	43.48	10	38.10	8
028014	Faulk, J.W., Elementary School	21.88	14	23.44	15	24.62	16	28.36	19	28.79	19	32.14	18
028015	James, J. Wallace, Elementary School	41.18	7	35.00	7	47.83	11	40.91	9	36.84	7	43.75	7
028016	Judice Middle School	44.74	17	47.50	19	42.50	17	34.15	14	43.90	18	39.02	16
028017	Judice, L. Leo, Elementary School	50.00	14	42.31	11	40.00	10	46.43	13	39.29	11	36.00	9
028018	Lafayette Middle School	33.33	16	39.58	19	32.08	17	28.30	15	30.61	15	31.37	16
028019	Lafayette High School	49.57	57	52.17	60	50.00	58	47.54	58	49.21	62	45.97	57
028021	Lindon, Green T., Elementary School	40.48	17	38.10	16	34.78	16	36.96	17	35.29	18	31.25	15
028022	Martin, Edgar Middle School	39.62	21	38.46	20	34.62	18	29.63	16	30.36	17	34.48	20
028023	Milton Elementary School	36.36	16	38.30	18	33.33	16	29.17	14	34.00	17	29.17	14
028024	Montgomery, S.J., Elementary School	41.10	30	42.86	33	40.54	30	46.38	32	45.90	28	44.64	25
028025	Moss, N.P., Middle School	48.98	24	37.50	18	30.61	15	32.00	16	30.77	16	28.26	13
028026	Myrtle Place Elementary School	39.02	16	45.00	18	38.46	15	34.21	13	39.47	15	42.11	16
028027	Northside High School	61.11	44	60.27	44	49.30	35	52.86	37	55.38	36	56.52	39
028028	Ossun Elementary School	32.65	16	33.33	16	36.00	18	36.54	19	36.54	19	39.29	22
028029	Plantation Elementary School	31.82	14	38.30	18	40.43	19	40.43	19	40.00	20	40.00	20
028030	Prairie Elementary School	41.18	21	43.14	22	40.74	22	35.09	20	41.07	23	36.67	22
028031	St. Antoine Elementary School	44.44	12	40.74	11	41.38	12	37.04	10	40.74	11	34.78	8
028032	Scott Middle School	47.46	28	44.26	27	43.94	29	46.88	30	43.94	29	44.62	29
028033	Truman Elementary School	27.91	12	30.00	12	27.91	12	35.00	14	33.33	14	32.43	12
028034	Vermilion Elementary School	29.03	9	28.57	8	28.13	9	24.24	8	27.27	9	25.00	8
028035	Career Center	58.54	24	63.16	24	63.41	26	Closed	Closed	~	~	~	~
028036	Westside Elementary School	48.57	17	51.43	18	48.57	17	48.57	17	45.45	15	56.67	17
028037	Woodvale Elementary School	40.00	20	39.22	20	44.00	22	39.22	20	42.59	23	31.37	16

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028038	Youngsville Middle School	48.48	16	55.56	20	44.12	15	45.95	17	38.89	14	38.71	12
028039	Ridge Elementary School	23.64	13	25.93	14	24.07	13	22.22	12	22.22	12	22.00	11
028040	Evangeline Elementary School	33.33	17	35.85	19	36.54	19	40.38	21	39.22	20	35.29	18
028043	LeRosen W. A. Elementary School	33.33	9	30.77	8	42.31	11	39.29	11	37.50	12	37.50	9
028044	C.A.P.S Continuing Academic Program	~	~	~	~	85.71	6	Closed	Closed	~	~	~	~
District		41.31	784	41.92	807	40.30	794	39.41	770	40.29	790	39.24	793
State		43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028004	Boucher, Alice N., Elementary School												
	Class Size Range 1 - 20	34.78	8	14.29	3	30.00	6	61.90	13	90.00	27	75.86	22
	Class Size Range 21 - 26	65.22	15	85.71	18	70.00	14	38.10	8	10.00	3	24.14	7
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028006	Broadmoor Elementary School												
	Class Size Range 1 - 20	55.56	30	45.24	19	47.46	28	61.82	34	67.74	42	80.00	52
	Class Size Range 21 - 26	40.74	22	35.71	15	33.90	20	30.91	17	32.26	20	20.00	13
	Class Size Range 27 or more	3.70	2	19.05	8	18.64	11	7.27	4	0.00	0	0.00	0
028009	Carencro Heights Elementary School												
	Class Size Range 1 - 20	50.00	19	25.71	9	13.89	5	38.89	14	35.90	14	29.73	11
	Class Size Range 21 - 26	34.21	13	60.00	21	72.22	26	44.44	16	64.10	25	70.27	26
	Class Size Range 27 or more	15.79	6	14.29	5	13.89	5	16.67	6	0.00	0	0.00	0
028012	Drexel, Katharine, Elementary School												
	Class Size Range 1 - 20	30.30	10	29.03	9	45.45	15	48.48	16	16.13	5	34.38	11
	Class Size Range 21 - 26	45.45	15	51.61	16	30.30	10	27.27	9	83.87	26	65.63	21
	Class Size Range 27 or more	24.24	8	19.35	6	24.24	8	24.24	8	0.00	0	0.00	0
028013	Duson Elementary School												
	Class Size Range 1 - 20	73.33	11	38.10	8	38.89	7	44.44	8	50.00	9	58.82	10
	Class Size Range 21 - 26	26.67	4	61.90	13	44.44	8	50.00	9	44.44	8	35.29	6
	Class Size Range 27 or more	0.00	0	0.00	0	16.67	3	5.56	1	5.56	1	5.88	1
028014	Faulk, J.W., Elementary School												
	Class Size Range 1 - 20	57.14	24	32.43	12	51.16	22	23.68	9	65.79	25	32.43	12
	Class Size Range 21 - 26	35.71	15	43.24	16	41.86	18	63.16	24	23.68	9	64.86	24
	Class Size Range 27 or more	7.14	3	24.32	9	6.98	3	13.16	5	10.53	4	2.70	1
028015	James, J. Wallace, Elementary School												
	Class Size Range 1 - 20	12.50	1	66.67	6	70.00	7	100.00	10	100.00	9	71.43	5
	Class Size Range 21 - 26	87.50	7	33.33	3	30.00	3	0.00	0	0.00	0	28.57	2
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028017	Judice, L. Leo, Elementary School												
	Class Size Range 1 - 20	26.67	4	21.43	3	42.86	6	18.75	3	100.00	17	68.75	11
	Class Size Range 21 - 26	73.33	11	78.57	11	57.14	8	81.25	13	0.00	0	31.25	5
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028021	Lindon, Green T., Elementary School												
	Class Size Range 1 - 20	54.55	18	15.63	5	42.42	14	50.00	18	26.32	10	7.50	3
	Class Size Range 21 - 26	33.33	11	59.38	19	39.39	13	27.78	10	63.16	24	77.50	31
	Class Size Range 27 or more	12.12	4	25.00	8	18.18	6	22.22	8	10.53	4	15.00	6

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028023	Milton Elementary School												
	Class Size Range 1 - 20	21.57	22	11.39	9	12.20	10	15.66	13	18.29	15	22.47	20
	Class Size Range 21 - 26	50.00	51	29.11	23	24.39	20	45.78	38	60.98	50	66.29	59
	Class Size Range 27 or more	28.43	29	59.49	47	63.41	52	38.55	32	20.73	17	11.24	10
028024	Montgomery, S.J., Elementary School												
	Class Size Range 1 - 20	39.53	17	40.43	19	40.00	18	61.90	26	42.86	18	57.50	23
	Class Size Range 21 - 26	37.21	16	48.94	23	57.78	26	23.81	10	47.62	20	40.00	16
	Class Size Range 27 or more	23.26	10	10.64	5	2.22	1	14.29	6	9.52	4	2.50	1
028026	Myrtle Place Elementary School												
	Class Size Range 1 - 20	37.04	10	55.56	15	60.00	15	53.85	14	33.33	8	65.63	21
	Class Size Range 21 - 26	40.74	11	33.33	9	28.00	7	34.62	9	66.67	16	34.38	11
	Class Size Range 27 or more	22.22	6	11.11	3	12.00	3	11.54	3	0.00	0	0.00	0
028028	Ossun Elementary School												
	Class Size Range 1 - 20	42.86	18	28.95	11	17.50	7	24.39	10	22.22	10	20.83	10
	Class Size Range 21 - 26	45.24	19	50.00	19	80.00	32	53.66	22	51.11	23	79.17	38
	Class Size Range 27 or more	11.90	5	21.05	8	2.50	1	21.95	9	26.67	12	0.00	0
028029	Plantation Elementary School												
	Class Size Range 1 - 20	36.36	12	32.35	11	31.43	11	28.57	10	47.37	18	66.67	24
	Class Size Range 21 - 26	63.64	21	67.65	23	68.57	24	71.43	25	52.63	20	33.33	12
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028030	Prairie Elementary School												
	Class Size Range 1 - 20	15.38	6	23.08	9	39.53	17	43.18	19	18.00	9	30.91	17
	Class Size Range 21 - 26	76.92	30	64.10	25	41.86	18	50.00	22	46.00	23	60.00	33
	Class Size Range 27 or more	7.69	3	12.82	5	18.60	8	6.82	3	36.00	18	9.09	5
028031	St. Antoine Elementary School												
	Class Size Range 1 - 20	38.89	7	9.09	1	33.33	4	61.54	8	16.67	2	54.55	6
	Class Size Range 21 - 26	38.89	7	45.45	5	41.67	5	38.46	5	83.33	10	45.45	5
	Class Size Range 27 or more	22.22	4	45.45	5	25.00	3	0.00	0	0.00	0	0.00	0
028033	Truman Elementary School												
	Class Size Range 1 - 20	32.26	10	36.36	8	30.43	7	42.42	14	53.85	14	42.86	12
	Class Size Range 21 - 26	45.16	14	36.36	8	69.57	16	30.30	10	46.15	12	46.43	13
	Class Size Range 27 or more	22.58	7	27.27	6	0.00	0	27.27	9	0.00	0	10.71	3
028034	Vermilion Elementary School												
	Class Size Range 1 - 20	66.67	10	53.85	7	50.00	7	35.29	6	52.63	10	71.43	15
	Class Size Range 21 - 26	13.33	2	46.15	6	50.00	7	64.71	11	47.37	9	28.57	6
	Class Size Range 27 or more	20.00	3	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028036	Westside Elementary School												
	Class Size Range 1 - 20	35.00	7	37.04	10	34.48	10	37.93	11	34.62	9	40.00	10
	Class Size Range 21 - 26	65.00	13	55.56	15	51.72	15	62.07	18	65.38	17	20.00	5
	Class Size Range 27 or more	0.00	0	7.41	2	13.79	4	0.00	0	0.00	0	40.00	10
028037	Woodvale Elementary School												
	Class Size Range 1 - 20	35.29	12	11.43	4	27.03	10	8.57	3	8.33	3	23.40	11
	Class Size Range 21 - 26	38.24	13	68.57	24	72.97	27	85.71	30	91.67	33	76.60	36
	Class Size Range 27 or more	26.47	9	20.00	7	0.00	0	5.71	2	0.00	0	0.00	0
028039	Ridge Elementary School												
	Class Size Range 1 - 20	28.26	13	17.78	8	20.45	9	37.21	16	55.81	24	34.78	16
	Class Size Range 21 - 26	45.65	21	68.89	31	70.45	31	39.53	17	20.93	9	65.22	30
	Class Size Range 27 or more	26.09	12	13.33	6	9.09	4	23.26	10	23.26	10	0.00	0
028040	Evangeline Elementary School												
	Class Size Range 1 - 20	71.79	28	27.78	10	40.54	15	28.89	13	35.56	16	55.10	27
	Class Size Range 21 - 26	28.21	11	72.22	26	59.46	22	71.11	32	64.44	29	44.90	22
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028043	LeRosen W. A. Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	16.67	5	18.18	6	9.09	2	27.78	10
	Class Size Range 21 - 26	84.00	21	44.00	11	83.33	25	54.55	18	86.36	19	72.22	26
	Class Size Range 27 or more	16.00	4	56.00	14	0.00	0	27.27	9	4.55	1	0.00	0
028044	C.A.P.S Continuing Academic Program												
	Class Size Range 1 - 20	~	~	~	~	100.00	12	Closed	Closed	~	~	~	~
	Class Size Range 21 - 26	~	~	~	~	0.00	0	Closed	Closed	~	~	~	~
	Class Size Range 27 or more	~	~	~	~	0.00	0	Closed	Closed	~	~	~	~

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	27.22	196	34.50	267	37.60	294	39.90	316	42.59	359
	Class Size Range 21 - 26	~	~	52.78	380	51.03	395	47.70	373	51.14	405	53.02	447
	Class Size Range 27 or more	~	~	20.00	144	14.47	112	14.71	115	8.96	71	4.39	37
District (All Schools)													
	Class Size Range 1 - 20	26.11	1,016	23.98	938	25.48	1,004	24.95	981	27.26	1,092	31.07	1,350
	Class Size Range 21 - 26	35.85	1,395	34.95	1,367	38.14	1,503	36.39	1,431	38.82	1,555	39.63	1,722
	Class Size Range 27 or more	38.04	1,480	41.06	1,606	36.39	1,434	38.66	1,520	33.92	1,359	29.30	1,273
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028001	Acadian Middle School												
	Class Size Range 1 - 20	8.96	12	16.11	24	22.92	33	16.44	24	26.90	39	23.68	36
	Class Size Range 21 - 26	31.34	42	23.49	35	26.39	38	13.01	19	33.79	49	46.71	71
	Class Size Range 27 or more	59.70	80	60.40	90	50.69	73	70.55	103	39.31	57	29.61	45
028003	Alleman, L.J., Middle School												
	Class Size Range 1 - 20	33.33	46	35.86	52	39.04	57	38.46	60	41.82	69	42.86	75
	Class Size Range 21 - 26	39.13	54	39.31	57	34.25	50	25.00	39	29.09	48	47.43	83
	Class Size Range 27 or more	27.54	38	24.83	36	26.71	39	36.54	57	29.09	48	9.71	17
028005	Breaux, Paul, Middle School												
	Class Size Range 1 - 20	56.91	70	75.86	132	73.43	105	76.56	98	67.46	85	83.33	140
	Class Size Range 21 - 26	22.76	28	20.11	35	20.28	29	19.53	25	28.57	36	16.07	27
	Class Size Range 27 or more	20.33	25	4.02	7	6.29	9	3.91	5	3.97	5	0.60	1
028007	Broussard Middle School												
	Class Size Range 1 - 20	9.63	13	10.46	16	12.93	19	15.60	22	21.53	31	17.95	28
	Class Size Range 21 - 26	50.37	68	39.22	60	41.50	61	27.66	39	40.28	58	35.26	55
	Class Size Range 27 or more	40.00	54	50.33	77	45.58	67	56.74	80	38.19	55	46.79	73
028008	Carencro Middle School												
	Class Size Range 1 - 20	14.18	20	13.21	21	10.56	19	23.53	44	18.62	35	27.32	53
	Class Size Range 21 - 26	30.50	43	33.96	54	44.44	80	37.97	71	34.04	64	43.81	85
	Class Size Range 27 or more	55.32	78	52.83	84	45.00	81	38.50	72	47.34	89	28.87	56
028016	Judice Middle School												
	Class Size Range 1 - 20	19.59	19	15.09	16	20.00	23	22.41	26	33.33	42	42.75	56
	Class Size Range 21 - 26	27.84	27	23.58	25	23.48	27	32.76	38	33.33	42	30.53	40
	Class Size Range 27 or more	52.58	51	61.32	65	56.52	65	44.83	52	33.33	42	26.72	35
028018	Lafayette Middle School												
	Class Size Range 1 - 20	17.45	26	15.53	25	25.90	43	24.85	41	19.46	29	31.45	50
	Class Size Range 21 - 26	51.01	76	31.06	50	46.39	77	46.06	76	41.61	62	38.99	62
	Class Size Range 27 or more	31.54	47	53.42	86	27.71	46	29.09	48	38.93	58	29.56	47
028022	Martin, Edgar Middle School												
	Class Size Range 1 - 20	5.52	9	5.95	10	6.37	10	4.12	7	4.76	8	13.26	24
	Class Size Range 21 - 26	42.94	70	36.90	62	48.41	76	57.06	97	54.76	92	54.14	98
	Class Size Range 27 or more	51.53	84	57.14	96	45.22	71	38.82	66	40.48	68	32.60	59
028025	Moss, N.P., Middle School												
	Class Size Range 1 - 20	30.87	46	37.31	50	36.69	51	44.62	58	42.34	58	53.74	79
	Class Size Range 21 - 26	40.27	60	26.12	35	31.65	44	43.08	56	39.42	54	36.73	54
	Class Size Range 27 or more	28.86	43	36.57	49	31.65	44	12.31	16	18.25	25	9.52	14

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028032	Scott Middle School												
	Class Size Range 1 - 20	10.47	18	13.14	23	15.23	30	19.78	36	21.71	38	24.34	46
	Class Size Range 21 - 26	27.33	47	42.86	75	59.90	118	57.69	105	45.71	80	44.44	84
	Class Size Range 27 or more	62.21	107	44.00	77	24.87	49	22.53	41	32.57	57	31.22	59
028038	Youngsville Middle School												
	Class Size Range 1 - 20	9.68	9	13.21	14	24.32	27	16.96	19	16.96	19	12.90	16
	Class Size Range 21 - 26	33.33	31	21.70	23	22.52	25	34.82	39	47.32	53	49.19	61
	Class Size Range 27 or more	56.99	53	65.09	69	53.15	59	48.21	54	35.71	40	37.90	47
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	23.50	383	25.35	417	26.64	435	27.71	453	33.95	603
	Class Size Range 21 - 26	~	~	31.35	511	37.99	625	36.99	604	39.02	638	40.54	720
	Class Size Range 27 or more	~	~	45.15	736	36.66	603	36.37	594	33.27	544	25.51	453
District (All Schools)													
	Class Size Range 1 - 20	26.11	1,016	23.98	938	25.48	1,004	24.95	981	27.26	1,092	31.07	1,350
	Class Size Range 21 - 26	35.85	1,395	34.95	1,367	38.14	1,503	36.39	1,431	38.82	1,555	39.63	1,722
	Class Size Range 27 or more	38.04	1,480	41.06	1,606	36.39	1,434	38.66	1,520	33.92	1,359	29.30	1,273
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028002	Acadiana High School												
	Class Size Range 1 - 20	17.96	60	11.36	36	15.27	51	5.16	16	12.90	44	14.32	53
	Class Size Range 21 - 26	29.94	100	20.50	65	26.35	88	23.87	74	23.75	81	26.49	98
	Class Size Range 27 or more	52.10	174	68.14	216	58.38	195	70.97	220	63.34	216	59.19	219
028010	Carencro High School												
	Class Size Range 1 - 20	19.65	45	15.93	36	12.81	31	13.44	34	17.51	45	25.55	81
	Class Size Range 21 - 26	27.07	62	22.12	50	26.03	63	36.36	92	33.85	87	24.92	79
	Class Size Range 27 or more	53.28	122	61.95	140	61.16	148	50.20	127	48.64	125	49.53	157
028011	Comeaux, O. High School												
	Class Size Range 1 - 20	16.72	53	19.08	62	18.58	63	17.61	62	18.11	65	16.89	64
	Class Size Range 21 - 26	33.44	106	38.77	126	40.71	138	36.08	127	45.40	163	36.94	140
	Class Size Range 27 or more	49.84	158	42.15	137	40.71	138	46.31	163	36.49	131	46.17	175
028019	Lafayette High School												
	Class Size Range 1 - 20	29.48	120	26.38	105	31.17	125	25.32	100	28.77	124	29.89	136
	Class Size Range 21 - 26	33.17	135	42.71	170	32.42	130	20.76	82	32.25	139	39.56	180
	Class Size Range 27 or more	37.35	152	30.90	123	36.41	146	53.92	213	38.98	168	30.55	139
028027	Northside High School												
	Class Size Range 1 - 20	24.30	52	15.98	31	24.27	50	19.32	40	23.56	45	26.34	54
	Class Size Range 21 - 26	32.71	70	28.87	56	31.07	64	38.16	79	21.99	42	28.29	58
	Class Size Range 27 or more	42.99	92	55.15	107	44.66	92	42.51	88	54.45	104	45.37	93
028035	Career Center												
	Class Size Range 1 - 20	83.47	101	88.12	89	Jr. High	Jr. High	~	~	~	~	~	~
	Class Size Range 21 - 26	10.74	13	8.91	9	Jr. High	Jr. High	~	~	~	~	~	~
	Class Size Range 27 or more	5.79	7	2.97	3	Jr. High	Jr. High	~	~	~	~	~	~

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Class Size Range 1 - 20	~	~	23.00	359	21.02	320	16.61	252	20.46	323	22.48	388
	Class Size Range 21 - 26	~	~	30.49	476	31.73	483	29.93	454	32.43	512	32.16	555
	Class Size Range 27 or more	~	~	46.51	726	47.24	719	53.46	811	47.12	744	45.37	783
District (All Schools)													
	Class Size Range 1 - 20	26.11	1,016	23.98	938	25.48	1,004	24.95	981	27.26	1,092	31.07	1,350
	Class Size Range 21 - 26	35.85	1,395	34.95	1,367	38.14	1,503	36.39	1,431	38.82	1,555	39.63	1,722
	Class Size Range 27 or more	38.04	1,480	41.06	1,606	36.39	1,434	38.66	1,520	33.92	1,359	29.30	1,273
State (High Schools)													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-7
Students Suspended and Expelled	3-13

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

		1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
028004	Boucher, Alice N., Elementary School	93.66	94.42	94.96	93.25	99.21	91.25
028006	Broadmoor Elementary School	96.91	96.60	96.62	96.45	97.42	95.38
028009	Carencro Heights Elementary School	94.98	95.51	94.35	95.60	99.49	93.48
028012	Drexel, Katharine, Elementary School	96.38	96.49	96.86	96.86	98.58	95.67
028013	Duson Elementary School	96.60	96.41	96.45	96.16	95.66	94.42
028014	Faulk, J.W., Elementary School	94.24	94.28	94.88	99.98	97.73	95.02
028015	James, J. Wallace, Elementary School	94.62	94.32	95.03	95.09	95.59	93.80
028017	Judice, L. Leo, Elementary School	98.87	98.82	98.93	99.96	99.95	94.80
028021	Lindon, Green T., Elementary School	96.04	94.85	96.10	99.74	98.16	95.67
028023	Milton Elementary School	96.09	96.07	95.96	98.59	95.22	96.28
028024	Montgomery, S.J., Elementary School	96.22	96.16	96.34	97.29	99.09	97.95
028026	Myrtle Place Elementary School	95.85	97.90	95.24	99.58	96.91	95.01
028028	Ossun Elementary School	95.81	95.79	95.48	95.98	99.75	95.50
028029	Plantation Elementary School	96.36	96.62	96.99	96.82	96.38	95.86
028030	Prairie Elementary School	96.25	96.71	96.09	96.79	97.57	97.11
028031	St. Antoine Elementary School	94.53	93.25	95.78	95.49	94.63	93.99
028033	Truman Elementary School	94.94	95.01	95.10	99.93	99.88	93.37
028034	Vermilion Elementary School	97.56	96.38	98.34	98.96	99.97	97.08
028036	Westside Elementary School	96.73	96.83	96.92	96.94	99.89	96.18
028037	Woodvale Elementary School	96.74	96.82	96.49	96.35	99.92	94.09
028039	Ridge Elementary School	96.36	95.95	95.96	95.63	99.77	95.47
028040	Evangeline Elementary School	95.92	96.02	95.82	96.91	96.64	99.99
028043	LeRosen W. A. Elementary School	96.64	96.11	96.89	97.37	97.29	97.34
District (Elementary Schools)		~	95.98	96.08	97.27	98.16	95.62
District (All Schools)		94.87	94.75	95.01	96.42	98.04	93.99
State (Elementary Schools)		~	95.01	95.21	95.01	95.20	95.01
State (All Schools)		~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
028001 Acadian Middle School	95.06	95.43	94.82	98.10	99.75	99.99
028003 Alleman, L.J., Middle School	95.73	96.35	96.31	95.57	97.67	95.66
028005 Breaux, Paul, Middle School	95.30	95.10	95.81	99.96	99.75	95.36
028007 Broussard Middle School	95.34	95.05	95.09	93.86	93.31	93.01
028008 Carencro Middle School	94.73	94.54	94.50	93.61	93.37	91.25
028016 Judice Middle School	95.54	95.45	95.91	94.74	94.88	94.19
028018 Lafayette Middle School	92.70	91.95	92.87	92.49	97.53	92.18
028022 Martin, Edgar Middle School	95.98	95.46	95.31	95.36	99.67	94.98
028025 Moss, N.P., Middle School	88.32	91.12	90.70	90.40	92.43	92.50
028032 Scott Middle School	93.76	94.14	94.29	94.95	94.83	93.10
028035 Career Center	High	High	~	Closed	~	~
028038 Youngsville Middle School	95.34	95.20	95.75	94.46	94.58	92.28
District (Middle/Jr. High Schools)	~	94.54	94.63	94.92	96.33	94.10
District (All Schools)	94.87	94.75	95.01	96.42	98.04	93.99
State (Middle/Jr. High Schools)	~	92.84	92.72	92.56	93.14	92.69
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
028002 Acadiana High School	93.52	92.62	93.30	99.93	99.89	92.40
028010 Carencro High School	93.27	93.31	92.82	91.11	99.88	91.24
028011 Comeaux, O. High School	93.52	93.27	93.51	99.23	99.05	92.20
028019 Lafayette High School	92.80	92.62	93.05	95.96	99.97	90.05
028027 Northside High School	92.89	92.37	96.16	94.91	98.98	90.52
028035 Career Center	93.73	92.82	Jr. High	~	~	~
District (High Schools)	~	92.83	93.59	96.57	99.62	91.34
District (All Schools)	94.87	94.75	95.01	96.42	98.04	93.99
State (High Schools)	~	90.97	91.02	90.62	91.06	90.75
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
 - Death;
 - Temporary absence due to suspension or illness; or
 - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
028001	Acadian Middle School												
	Grade 7	0.37	1	0.00	0	0.00	0	2.93	7	3.05	6	2.72	5
	Grade 8	0.00	0	0.00	0	0.00	0	11.40	26	9.91	23	10.27	23
028002	Acadiana High School												
	Grade 9	0.30	2	0.16	1	0.00	0	10.22	71	14.93	102	9.78	68
	Grade 10	0.19	1	0.19	1	0.00	0	8.21	43	9.57	51	5.62	32
	Grade 11	0.22	1	0.00	0	0.00	0	8.23	38	10.84	53	9.25	43
	Grade 12	0.00	0	0.00	0	0.00	0	5.39	20	8.90	34	3.21	13
028003	Alleman, L.J., Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	4.59	9	6.75	16	7.41	14
	Grade 8	0.00	0	0.00	0	0.00	0	2.05	4	5.91	11	13.96	31
028005	Breaux, Paul, Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	4.05	10	6.09	14	4.49	11
	Grade 8	0.00	0	0.00	0	0.00	0	3.87	7	9.05	20	8.12	16
028007	Broussard Middle School												
	Grade 7	0.00	0	0.47	1	0.00	0	3.18	7	3.50	7	2.38	6
	Grade 8	0.00	0	0.00	0	0.44	1	4.31	9	3.00	6	9.95	22
028008	Carencro Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.25	8	3.79	12	3.48	11
	Grade 8	0.00	0	0.41	1	0.00	0	4.10	11	7.88	26	4.53	14
028010	Carencro High School												
	Grade 8	~	~	0.00	0	~	~	~	~	~	~	~	~
	Grade 9	0.40	2	0.00	0	1.22	8	13.50	88	16.00	96	12.42	77
	Grade 10	0.99	4	0.00	0	3.38	15	9.73	44	10.56	45	8.50	39
	Grade 11	0.32	1	0.00	0	0.29	1	11.76	40	10.05	37	7.97	31
	Grade 12	0.00	0	0.00	0	0.38	1	9.02	24	10.99	30	2.81	8
028011	Comeaux, O. High School												
	Grade 7	~	~	0.00	0	~	~	~	~	~	~	~	~
	Grade 9	0.00	0	0.00	0	0.00	0	10.12	69	14.05	95	11.14	74
	Grade 10	0.00	0	0.00	0	0.00	0	6.81	37	11.93	68	11.25	63
	Grade 11	0.00	0	0.00	0	0.00	0	4.34	19	14.08	68	10.70	49
	Grade 12	0.00	0	0.00	0	0.00	0	2.81	10	8.56	32	3.16	12
028016	Judice Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	3.23	6	5.62	10	4.44	8
	Grade 8	0.00	0	0.00	0	0.00	0	3.59	6	7.73	14	3.76	7

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028018	Lafayette Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	3.15	10	4.53	14	6.49	20
	Grade 8	0.00	0	0.00	0	0.00	0	5.08	12	8.96	25	7.81	20
028019	Lafayette High School												
	Grade 9	0.00	0	0.00	0	0.77	7	9.91	81	22.32	177	8.58	60
	Grade 10	0.00	0	0.00	0	1.19	7	7.05	43	12.05	74	7.91	47
	Grade 11	0.00	0	0.00	0	1.00	5	6.07	30	11.71	65	7.66	40
	Grade 12	0.97	4	0.00	0	2.00	8	1.85	7	6.87	27	3.57	17
028022	Martin, Edgar Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	2.42	7	4.59	13	1.03	3
	Grade 8	0.00	0	0.00	0	0.00	0	4.29	12	5.76	16	7.22	21
028023	Milton Elementary School												
	Grade 7	1.03	1	0.00	0	0.00	0	3.03	3	9.64	8	1.25	1
	Grade 8	0.00	0	0.00	0	0.00	0	10.68	11	3.33	3	15.38	14
028025	Moss, N.P., Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	4.02	9	13.28	34	3.19	9
	Grade 8	0.00	0	0.00	0	0.00	0	6.40	11	22.83	42	5.88	9
028027	Northside High School												
	Grade 8	~	~	0.00	0	~	~	~	~	~	~	~	~
	Grade 9	0.00	0	0.00	0	0.58	3	11.48	49	29.77	114	13.41	55
	Grade 10	0.00	0	0.00	0	0.00	0	5.90	18	21.47	67	10.85	32
	Grade 11	0.00	0	0.00	0	3.54	11	11.30	27	16.32	39	10.42	27
	Grade 12	0.00	0	0.00	0	0.00	0	12.89	29	6.04	11	2.91	6
028032	Scott Middle School												
	Grade 7	0.66	2	0.00	0	0.00	0	3.57	10	9.19	25	1.97	6
	Grade 8	1.14	3	0.38	1	0.00	0	3.93	12	4.31	11	4.12	10
028035	Career Center												
	Grade 9	0.00	0	0.00	0	~	~	Closed	Closed	~	~	~	~
	Grade 10	0.00	0	0.00	0	~	~	Closed	Closed	~	~	~	~
028038	Youngsville Middle School												
	Grade 7	0.00	0	0.00	0	0.73	1	3.23	4	2.04	3	0.67	1
	Grade 8	0.00	0	0.00	0	0.00	0	4.80	6	2.61	3	2.90	4

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

	1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Grade 7	0.16	4	0.04	1	0.04	1	3.33	90	6.08	162	3.54	95
Grade 8	0.14	3	0.08	2	0.04	1	5.27	127	7.90	200	7.81	191
Grade 9	0.38	4	0.15	1	1.56	18	11.22	358	18.79	584	11.07	334
Grade 10	0.23	5	0.04	1	0.97	22	7.70	185	12.51	305	8.72	213
Grade 11	0.11	2	0.00	0	0.86	17	7.90	154	12.34	262	9.15	190
Grade 12	0.25	4	0.00	0	0.56	9	5.67	90	8.35	134	3.23	56
Grades 9 - 12	~	~	~	~	~	~	8.62	787	13.86	1,285	8.55	793
State												
Grade 7	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
Grade 8	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
Grade 9	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
Grade 10	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
Grade 11	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
Grade 12	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
Grades 9 - 12	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028004	Boucher, Alice N., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	14.99	64	3.40	16
	Suspended (Out of School)	5.99	33	11.33	57	3.98	18	0.59	3	0.94	4	0.21	1
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028006	Broadmoor Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.63	5	0.00	0
	Suspended (Out of School)	0.24	2	0.00	0	0.21	2	0.00	0	0.13	1	0.39	3
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028009	Carencro Heights Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	6.79	59	0.57	5
	Suspended (Out of School)	5.29	52	7.79	76	4.13	40	4.23	42	4.14	36	5.90	52
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.10	1	0.10	1	0.00	0	0.00	0	0.00	0	0.00	0
028012	Drexel, Katharine, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.80	5	1.30	8
	Suspended (Out of School)	1.95	14	1.72	12	0.41	3	0.58	4	0.64	4	1.95	12
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028013	Duson Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	4.36	12
	Suspended (Out of School)	1.98	5	2.56	8	0.61	2	0.00	0	0.00	0	0.73	2
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028014	Faulk, J.W., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	12.58	121
	Suspended (Out of School)	6.24	71	5.07	56	0.09	1	24.06	243	0.00	0	15.70	151
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.09	1	0.18	2	0.00	0	0.00	0	0.11	1	0.00	0

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~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028015	James, J. Wallace, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	1.23	2
	Suspended (Out of School)	0.49	1	0.51	1	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028017	Judice, L. Leo, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.29	1	0.30	1	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
028021	Lindon, Green T., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.67	37	7.58	62
	Suspended (Out of School)	0.94	6	0.70	5	1.46	10	1.95	16	0.88	7	2.32	19
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028023	Milton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	3.65	32	3.30	28
	Suspended (Out of School)	0.23	2	0.54	5	0.11	1	0.80	7	0.57	5	1.18	10
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028024	Montgomery, S.J., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.31	18	4.70	34
	Suspended (Out of School)	0.90	9	1.42	14	1.40	14	0.88	8	0.26	2	1.52	11
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028026	Myrtle Place Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	14.38	65	12.71	54
	Suspended (Out of School)	2.36	11	6.04	30	13.42	64	8.37	41	9.96	45	9.18	39
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.20	1	0.00	0	0.00	0	0.00	0	0.00	0

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Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028028	Ossun Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.19	38	8.01	75
	Suspended (Out of School)	1.03	9	0.46	4	0.32	3	2.05	18	2.31	21	2.78	26
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028029	Plantation Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.12	1	0.00	0
	Suspended (Out of School)	1.18	10	2.22	20	0.56	5	1.27	11	0.99	8	0.88	7
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028030	Prairie Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	6.26	62	2.80	29
	Suspended (Out of School)	1.85	17	0.44	4	2.02	18	0.51	5	2.83	28	1.74	18
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028031	St. Antoine Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	38.16	108	31.58	96
	Suspended (Out of School)	7.51	25	24.38	79	8.15	29	15.51	47	8.13	23	23.36	71
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.31	1	0.00	0	0.00	0	0.00	0	0.00	0
028033	Truman Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.53	3	2.81	17
	Suspended (Out of School)	8.47	55	13.11	80	2.49	15	10.03	71	13.14	74	11.74	71
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.31	2	0.33	2	0.00	0	0.00	0	0.00	0	0.33	2
028034	Vermilion Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.72	2	2.33	6	0.00	0	0.42	2	0.00	0	1.01	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

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Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028036	Westside Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	6.32	32
	Suspended (Out of School)	0.43	2	2.14	11	2.04	10	0.41	2	0.22	1	1.58	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028037	Woodvale Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.53	4	2.52	19
	Suspended (Out of School)	1.08	8	1.46	11	0.00	0	1.82	14	0.26	2	1.99	15
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.13	1
028039	Ridge Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	3.42	30	2.08	19
	Suspended (Out of School)	1.93	19	1.75	17	1.30	13	2.63	24	1.03	9	1.75	16
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028040	Evangeline Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	4.55	37
	Suspended (Out of School)	0.46	4	0.92	8	0.33	3	0.23	2	0.00	0	2.58	21
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
028043	LeRosen W. A. Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	9.61	39	~	~
	Suspended (Out of School)	0.00	0	5.31	20	1.16	4	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~

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Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	3.96	570	4.74	663
	Suspended (Out of School)	~	~	3.90	525	1.89	255	3.66	556	1.87	270	3.94	551
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.05	7	0.00	0	0.00	0	0.01	1	0.02	3
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	11.38	3,683	16.53	5,298
	Suspended (Out of School)	11.77	3,191	17.70	4,848	12.73	3,564	11.10	3,686	8.30	2,687	13.61	4,361
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.56	153	0.73	200	0.64	179	0.56	185	0.53	173	0.61	197
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

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Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028001	Acadian Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	25.62	267	36.91	375
	Suspended (Out of School)	14.90	195	24.21	305	18.33	228	15.97	176	1.63	17	24.90	253
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.69	9	0.48	6	0.08	1	0.54	6	0.86	9	0.79	8
028003	Alleman, L.J., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	9.09	72	10.13	77
	Suspended (Out of School)	5.09	38	5.51	43	4.33	36	0.00	0	8.33	66	10.00	76
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.13	1	0.00	0	0.00	0	0.39	3	0.00	0	0.79	6
028005	Breaux, Paul, Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	26.71	176	28.55	195
	Suspended (Out of School)	12.98	92	18.52	148	26.55	180	20.48	146	18.97	125	21.08	144
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.85	6	0.00	0	1.47	10	0.14	1	1.67	11	1.32	9
028007	Broussard Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	11.79	87	13.87	114
	Suspended (Out of School)	5.69	46	19.36	163	11.15	93	15.77	123	13.96	103	13.63	112
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.62	5	1.07	9	0.12	1	0.38	3	0.68	5	0.85	7
028008	Carencro Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.57	18	36.76	429
	Suspended (Out of School)	21.62	213	39.87	439	23.41	284	21.81	248	0.87	10	34.53	403
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.22	12	1.27	14	1.65	20	2.55	29	2.36	27	2.23	26
028016	Judice Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	21.61	153	16.60	116
	Suspended (Out of School)	9.88	72	20.84	144	13.53	89	21.44	158	9.04	64	16.31	114
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.10	8	0.43	3	0.91	6	1.36	10	0.42	3	0.43	3

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Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028018	Lafayette Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	6.51	56	28.30	240
	Suspended (Out of School)	14.17	139	23.46	224	12.94	128	26.48	237	0.70	6	27.59	234
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.43	14	1.36	13	1.11	11	0.00	0	0.00	0	0.00	0
028022	Martin, Edgar Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	10.62	107	12.67	130
	Suspended (Out of School)	8.33	90	11.81	132	6.23	64	0.19	2	9.82	99	11.31	116
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.19	2	0.18	2	0.49	5	0.29	3	0.60	6	0.68	7
028025	Moss, N.P., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	54.98	331	47.13	312
	Suspended (Out of School)	39.83	280	48.02	389	54.08	464	43.43	291	35.22	212	36.71	243
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.56	11	2.84	23	1.52	13	2.09	14	2.49	15	3.47	23
028032	Scott Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	25.40	270	29.04	327
	Suspended (Out of School)	15.54	195	28.22	359	20.32	264	21.84	242	16.93	180	20.60	232
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.51	19	1.73	22	0.69	9	0.99	11	1.22	13	1.78	20
028035	Career Center												
	Suspended (Out of School)	High	High	High	High	~	~	Closed	Closed	~	~	~	~
	Expelled (Out of School)	High	High	High	High	~	~	Closed	Closed	~	~	~	~
028038	Youngsville Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	15.78	86	28.31	167
	Suspended (Out of School)	12.82	70	19.24	117	13.70	77	14.67	76	11.01	60	20.51	121
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.55	3	0.66	4	0.53	3	0.00	0	0.00	0	1.19	7

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Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	17.86	1,615	26.97	2,447
	Suspended (Out of School)	~	~	33.71	2,463	25.54	1,907	18.27	1,680	10.38	939	22.23	2,017
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	1.31	96	1.06	79	0.87	80	0.98	89	1.28	116
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	11.38	3,683	16.53	5,298
	Suspended (Out of School)	11.77	3,191	17.70	4,848	12.73	3,564	11.10	3,686	8.30	2,687	13.61	4,361
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.56	153	0.73	200	0.64	179	0.56	185	0.53	173	0.61	197
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028002	Acadiana High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	16.59	339	20.10	422
	Suspended (Out of School)	16.66	340	23.52	487	11.22	241	14.72	292	11.11	227	15.43	324
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.24	5	1.21	25	1.35	29	1.16	23	1.57	32	1.24	26
028010	Carencro High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	28.85	472	31.41	538
	Suspended (Out of School)	15.23	224	23.41	373	14.97	262	18.10	297	19.68	322	24.46	419
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.95	14	1.00	16	0.97	17	1.58	26	1.04	17	1.05	18
028011	Comeaux, O. High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.29	6	18.51	369
	Suspended (Out of School)	17.30	318	15.88	321	26.61	559	27.43	554	26.29	552	21.73	433
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.82	15	0.69	14	1.24	26	0.69	14	1.00	21	0.25	5
028019	Lafayette High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	22.91	514	19.44	439
	Suspended (Out of School)	12.97	282	15.67	353	6.91	168	3.34	75	14.53	326	14.22	321
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.83	18	0.71	16	0.58	14	0.49	11	0.49	11	0.97	22
028027	Northside High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	17.22	171	36.66	426
	Suspended (Out of School)	15.19	217	21.19	306	12.20	172	20.57	247	5.44	54	26.51	308
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.35	5	1.73	25	0.99	14	2.58	31	0.20	2	0.60	7
028035	Career Center												
	Suspended (Out of School)	40.00	22	86.96	20	Jr. High	Jr. High	~	~	~	~	~	~
	Expelled (Out of School)	3.64	2	4.35	1	Jr. High	Jr. High	~	~	~	~	~	~

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	16.72	1,499	24.10	2,190
	Suspended (Out of School)	~	~	28.11	1,860	19.94	1,402	16.29	1,456	16.50	1,479	19.74	1,794
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	1.47	97	1.42	100	1.17	105	0.93	83	0.86	78
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	11.38	3,683	16.53	5,298
	Suspended (Out of School)	11.77	3,191	17.70	4,848	12.73	3,564	11.10	3,686	8.30	2,687	13.61	4,361
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.56	153	0.73	200	0.64	179	0.56	185	0.53	173	0.61	197
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
	Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
	Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Reading Level Evaluation Results.....	4-1
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Reading Level Evaluation Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028004	Boucher, Alice N., Elementary School												
	Students Assessed		~		~		~		~		~		88
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	85.23	75
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.09	8
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.68	5
028006	Broadmoor Elementary School												
	Students Assessed		~		~		~		~		~		134
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.40	26
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.30	54
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.30	54
028009	Carencro Heights Elementary School												
	Students Assessed		~		~		~		~		~		161
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.17	84
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.13	63
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.70	14
028012	Drexel, Katharine, Elementary School												
	Students Assessed		~		~		~		~		~		120
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.50	75
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.00	42
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.50	3
028013	Duson Elementary School												
	Students Assessed		~		~		~		~		~		31
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.94	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.39	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.68	3
028014	Faulk, J.W., Elementary School												
	Students Assessed		~		~		~		~		~		146
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	78.08	114
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.85	10
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.07	22

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028021	Lindon, Green T., Elementary School												
	Students Assessed		~		~		~		~		~		157
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.03	44
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.24	104
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.73	9
028023	Milton Elementary School												
	Students Assessed		~		~		~		~		~		94
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.53	24
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.13	49
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.34	21
028024	Montgomery, S.J., Elementary School												
	Students Assessed		~		~		~		~		~		115
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.57	57
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.87	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.57	11
028026	Myrtle Place Elementary School												
	Students Assessed		~		~		~		~		~		53
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.85	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.74	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.42	14
028028	Ossun Elementary School												
	Students Assessed		~		~		~		~		~		170
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.65	98
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.71	25
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.65	47
028029	Plantation Elementary School												
	Students Assessed		~		~		~		~		~		184
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.11	37
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.76	75
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.13	72

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028030	Prairie Elementary School												
	Students Assessed		~		~		~		~		~		161
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.81	48
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.20	76
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.98	37
028031	St. Antoine Elementary School												
	Students Assessed		~		~		~		~		~		56
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	71.43	40
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.57	16
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028033	Truman Elementary School												
	Students Assessed		~		~		~		~		~		61
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	90.16	55
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.28	2
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.56	4
028034	Vermilion Elementary School												
	Students Assessed		~		~		~		~		~		65
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	70.77	46
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.31	8
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.92	11
028036	Westside Elementary School												
	Students Assessed		~		~		~		~		~		148
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.62	69
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.32	73
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.05	6
028037	Woodvale Elementary School												
	Students Assessed		~		~		~		~		~		164
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.07	28
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.37	58
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.56	78

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028039 Ridge Elementary School													
	Students Assessed		~		~		~		~		~		157
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.03	44
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.67	56
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.31	57
028040 Evangeline Elementary School													
	Students Assessed		~		~		~		~		~		189
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.80	62
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.44	101
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.76	26
District													
	Students Assessed		~		~		~		~		~		2,454
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.11	1,058
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.76	902
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.13	494
State (Public)													
	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028004	Boucher, Alice N., Elementary School												
	Students Assessed		~		~		~		~		~		88
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	87.50	77
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.50	11
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028006	Broadmoor Elementary School												
	Students Assessed		~		~		~		~		~		151
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.19	32
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	71.52	108
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.28	11
028009	Carencro Heights Elementary School												
	Students Assessed		~		~		~		~		~		157
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.79	108
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.66	45
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	2.55	4
028012	Drexel, Katharine, Elementary School												
	Students Assessed		~		~		~		~		~		115
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.61	72
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.39	43
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028013	Duson Elementary School												
	Students Assessed		~		~		~		~		~		44
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.18	30
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.82	14
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028014	Faulk, J.W., Elementary School												
	Students Assessed		~		~		~		~		~		126
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	84.92	107
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.08	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028021	Lindon, Green T., Elementary School												
	Students Assessed		~		~		~		~		~		164
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.37	58
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.68	70
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.95	36
028023	Milton Elementary School												
	Students Assessed		~		~		~		~		~		95
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.05	20
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	73.68	70
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.26	5
028024	Montgomery, S.J., Elementary School												
	Students Assessed		~		~		~		~		~		119
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.50	47
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.50	72
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028026	Myrtle Place Elementary School												
	Students Assessed		~		~		~		~		~		77
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.57	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.56	32
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.87	23
028028	Ossun Elementary School												
	Students Assessed		~		~		~		~		~		152
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	70.39	107
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.29	43
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.32	2
028029	Plantation Elementary School												
	Students Assessed		~		~		~		~		~		192
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	64
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.42	116
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.25	12

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028030	Prairie Elementary School												
	Students Assessed		~		~		~		~		~		140
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.29	48
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.14	87
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.57	5
028031	St. Antoine Elementary School												
	Students Assessed		~		~		~		~		~		71
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	94.37	67
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	5.63	4
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028033	Truman Elementary School												
	Students Assessed		~		~		~		~		~		45
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	91.11	41
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.89	4
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028034	Vermilion Elementary School												
	Students Assessed		~		~		~		~		~		56
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	82.14	46
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.07	9
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	1.79	1
028036	Westside Elementary School												
	Students Assessed		~		~		~		~		~		145
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.69	88
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.31	57
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.00	0
028037	Woodvale Elementary School												
	Students Assessed		~		~		~		~		~		143
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.98	30
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	78.32	112
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.70	1

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028039 Ridge Elementary School													
	Students Assessed		~		~		~		~		~		171
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.12	84
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.29	86
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	0.58	1
028040 Evangeline Elementary School													
	Students Assessed		~		~		~		~		~		190
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.53	96
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.32	88
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.16	6
District													
	Students Assessed		~		~		~		~		~		2,441
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.96	1,244
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.65	1,090
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	4.38	107
State (Public)													
	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028004	Boucher, Alice N., Elementary School												
	Language Arts	85	99	82	114	66	88	73	96	75	73	83	92
	Mathematics	86	98	82	114	59	86	76	96	78	72	80	92
028006	Broadmoor Elementary School												
	Language Arts	99	136	99	163	98	144	95	143	95	143	96	158
	Mathematics	99	136	98	163	99	144	97	142	91	143	94	154
028009	Carencro Heights Elementary School												
	Language Arts	93	145	88	148	79	146	93	169	91	141	94	158
	Mathematics	90	144	83	143	83	140	93	169	91	140	92	158
028012	Drexel, Katharine, Elementary School												
	Language Arts	94	119	98	133	86	108	85	116	91	113	88	112
	Mathematics	97	117	95	133	86	105	84	115	93	111	91	111
028013	Duson Elementary School												
	Language Arts	90	29	93	46	91	47	97	39	98	53	95	43
	Mathematics	87	30	87	46	94	47	100	39	96	52	91	43
028014	Faulk, J.W., Elementary School												
	Language Arts	87	128	90	142	78	128	73	131	78	134	87	127
	Mathematics	90	124	89	141	83	124	79	132	80	133	89	126
028021	Lindon, Green T., Elementary School												
	Language Arts	89	114	97	112	95	112	91	117	96	127	92	157
	Mathematics	88	112	94	110	94	108	89	117	96	127	92	155
028023	Milton Elementary School												
	Language Arts	98	83	100	64	100	96	97	92	95	96	97	97
	Mathematics	99	82	100	62	97	96	96	92	96	97	95	97
028024	Montgomery, S.J., Elementary School												
	Language Arts	93	134	95	117	93	134	93	121	95	105	92	119
	Mathematics	99	134	96	117	90	134	89	121	91	105	88	118
028026	Myrtle Place Elementary School												
	Language Arts	91	65	97	62	84	43	85	73	85	62	89	80
	Mathematics	83	59	90	62	90	42	84	73	90	62	91	80
028028	Ossun Elementary School												
	Language Arts	96	129	94	114	92	152	84	132	93	139	95	155
	Mathematics	95	129	94	114	94	152	86	132	95	139	94	155

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028029	Plantation Elementary School												
	Language Arts	98	168	95	160	94	196	96	188	98	166	97	189
	Mathematics	98	168	99	160	93	195	97	188	99	166	97	188
028030	Prairie Elementary School												
	Language Arts	94	132	97	124	89	121	94	143	91	138	99	135
	Mathematics	95	131	95	123	92	121	94	143	95	137	95	135
028031	St. Antoine Elementary School												
	Language Arts	77	74	59	63	70	61	79	67	89	65	84	75
	Mathematics	60	72	56	62	60	57	85	65	85	65	74	74
028033	Truman Elementary School												
	Language Arts	78	40	74	47	81	48	87	47	88	65	73	55
	Mathematics	55	38	70	47	81	48	93	44	84	62	85	55
028034	Vermilion Elementary School												
	Language Arts	88	42	91	45	94	47	86	43	91	45	96	54
	Mathematics	90	42	89	45	94	47	88	42	95	43	98	54
028036	Westside Elementary School												
	Language Arts	90	130	87	150	81	142	89	126	91	138	82	140
	Mathematics	89	130	83	149	83	141	85	125	91	138	79	138
028037	Woodvale Elementary School												
	Language Arts	100	124	99	119	97	119	95	134	96	134	99	144
	Mathematics	97	124	96	118	96	118	94	134	96	134	97	144
028039	Ridge Elementary School												
	Language Arts	96	163	96	141	92	146	93	136	91	173	89	179
	Mathematics	92	161	92	141	92	146	90	135	92	172	86	176
028040	Evangeline Elementary School												
	Language Arts	100	175	95	189	95	182	96	179	95	170	95	198
	Mathematics	98	176	96	189	95	182	92	178	91	170	89	198
District													
	Language Arts	93	2,229	93	2,253	89	2,260	90	2,292	92	2,280	92	2,467
	Mathematics	92	2,207	91	2,239	89	2,233	90	2,282	92	2,268	90	2,451
State													
	Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
	Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028001	Acadian Middle School												
	Language Arts	97	211	95	203	90	176	92	181	96	179	89	178
	Mathematics	92	210	91	200	92	177	89	181	94	179	93	178
028003	Alleman, L.J., Middle School												
	Language Arts	100	107	98	160	99	137	92	153	94	178	91	174
	Mathematics	99	104	96	160	99	139	95	150	93	174	92	173
028005	Breaux, Paul, Middle School												
	Language Arts	63	49	51	51	~	~	~	~	~	~	~	~
	Mathematics	27	49	41	51	~	~	~	~	~	~	~	~
028007	Broussard Middle School												
	Language Arts	97	119	87	125	82	117	85	144	87	105	83	122
	Mathematics	96	118	84	122	81	113	87	143	87	102	86	122
028008	Carencro Middle School												
	Language Arts	96	154	95	194	74	170	83	181	87	181	87	187
	Mathematics	94	155	94	192	80	167	84	180	87	181	93	187
028013	Duson Elementary School												
	Language Arts	100	40	88	41	85	40	86	42	95	42	92	37
	Mathematics	100	40	98	40	83	40	95	41	90	42	97	37
028014	Faulk, J.W., Elementary School												
	Language Arts	81	107	64	120	55	113	57	141	68	130	73	120
	Mathematics	76	107	49	120	67	113	59	140	59	130	78	118
028016	Judice Middle School												
	Language Arts	99	167	89	170	92	148	87	164	91	140	97	125
	Mathematics	93	168	88	171	91	147	87	163	89	140	94	126
028022	Martin, Edgar Middle School												
	Language Arts	97	125	99	135	99	118	98	155	100	147	98	131
	Mathematics	98	126	99	135	98	116	97	155	96	146	94	131
028023	Milton Elementary School												
	Language Arts	98	91	97	88	95	88	95	73	91	105	97	94
	Mathematics	96	91	93	88	95	88	97	73	94	105	97	94
028024	Montgomery, S.J., Elementary School												
	Language Arts	98	121	98	121	95	115	95	107	94	106	91	69
	Mathematics	97	117	93	121	94	115	92	106	92	106	94	69

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028026	Myrtle Place Elementary School												
	Language Arts	94	65	84	81	95	60	95	88	81	72	83	65
	Mathematics	91	66	83	81	92	60	85	88	79	72	91	64
028028	Ossun Elementary School												
	Language Arts	97	62	97	58	90	68	87	71	88	82	85	73
	Mathematics	97	62	98	58	97	68	87	71	89	81	81	73
028030	Prairie Elementary School												
	Language Arts	97	124	96	111	96	127	92	124	94	144	97	161
	Mathematics	98	125	95	111	98	127	90	123	89	143	95	161
028031	St. Antoine Elementary School												
	Language Arts	82	67	73	55	71	70	68	62	75	53	78	59
	Mathematics	75	67	47	55	57	68	56	62	79	53	86	59
028032	Scott Middle School												
	Language Arts	96	226	96	180	90	182	88	216	91	258	91	202
	Mathematics	96	225	96	179	94	181	95	215	91	255	93	203
028033	Truman Elementary School												
	Language Arts	75	114	71	112	63	99	69	140	66	125	65	138
	Mathematics	75	112	72	112	67	99	66	141	77	124	79	138
028034	Vermilion Elementary School												
	Language Arts	~	~	~	~	56	43	83	46	96	50	81	36
	Mathematics	~	~	~	~	49	43	87	46	92	50	94	36
028038	Youngsville Middle School												
	Language Arts	96	109	97	104	93	111	93	122	90	126	92	135
	Mathematics	98	108	99	103	92	112	87	125	93	128	91	135
028043	LeRosen W. A. Elementary School												
	Language Arts	99	144	96	161	94	145	95	157	97	177	95	154
	Mathematics	94	143	95	161	91	147	96	156	93	176	93	153
District													
	Language Arts	94	2,202	90	2,270	86	2,129	87	2,367	89	2,400	88	2,260
	Mathematics	91	2,193	88	2,260	87	2,122	87	2,359	88	2,387	91	2,257
State													
	Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
	Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028001	Acadian Middle School												
	Language Arts	99	205	92	180	91	191	95	204	94	169	92	155
	Mathematics	97	203	86	180	87	193	95	200	85	168	88	155
028003	Alleman, L.J., Middle School												
	Language Arts	98	129	98	133	98	142	95	166	95	196	93	148
	Mathematics	98	129	99	132	97	145	95	168	91	196	92	151
028005	Breaux, Paul, Middle School												
	Language Arts	96	160	97	189	88	159	90	204	88	198	94	201
	Mathematics	93	159	89	189	83	157	83	201	74	197	90	200
028007	Broussard Middle School												
	Language Arts	91	175	96	177	83	169	91	183	90	166	90	213
	Mathematics	94	175	93	177	84	171	84	182	84	163	88	211
028008	Carencro Middle School												
	Language Arts	91	211	95	239	78	216	91	295	85	252	82	261
	Mathematics	86	217	87	241	77	208	82	296	80	251	81	259
028016	Judice Middle School												
	Language Arts	93	128	99	137	86	131	80	161	92	147	93	137
	Mathematics	93	128	90	137	91	128	81	160	88	147	80	139
028018	Lafayette Middle School												
	Language Arts	90	240	91	228	82	192	75	257	77	231	82	237
	Mathematics	86	241	84	227	75	193	63	248	69	232	76	237
028022	Martin, Edgar Middle School												
	Language Arts	98	250	99	224	94	213	94	251	94	256	95	253
	Mathematics	98	251	97	223	96	213	93	246	94	256	91	253
028023	Milton Elementary School												
	Language Arts	97	75	98	86	91	88	95	92	94	69	96	76
	Mathematics	92	75	98	86	88	88	95	91	88	69	95	76
028025	Moss, N.P., Middle School												
	Language Arts	78	210	75	185	70	151	64	171	69	187	82	210
	Mathematics	55	213	62	188	58	149	44	173	57	187	68	210
028032	Scott Middle School												
	Language Arts	90	218	95	282	89	262	88	239	88	233	86	243
	Mathematics	91	215	94	282	88	257	83	238	86	230	83	242

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028038	Youngsville Middle School												
	Language Arts	97	117	95	102	94	105	94	102	93	121	92	137
	Mathematics	99	117	92	102	95	105	92	107	91	122	89	136
District													
	Language Arts	93	2,118	94	2,162	87	2,025	87	2,325	88	2,225	89	2,271
	Mathematics	89	2,123	89	2,164	84	2,013	82	2,310	82	2,218	84	2,269
State													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028002	Acadiana High School												
	Language Arts	95	377	95	362	94	360	90	411	89	417	91	457
	Mathematics	87	379	90	363	92	360	85	411	87	417	88	457
	Written Composition	91	370	96	365	98	362	97	411	97	413	98	456
	Science	90	343	93	342	88	340	85	355	88	383	88	389
	Social Studies	91	346	90	339	90	340	92	355	89	383	90	387
028010	Carencro High School												
	Language Arts	91	264	92	262	94	294	86	308	79	314	89	365
	Mathematics	81	262	84	259	87	299	77	309	80	313	83	367
	Written Composition	87	261	90	258	97	286	94	303	92	305	99	357
	Science	86	206	90	205	88	208	85	268	81	270	86	302
	Social Studies	89	210	84	205	91	212	89	266	86	271	86	302
028011	Comeaux, O. High School												
	Language Arts	95	389	94	340	96	358	90	401	89	401	94	416
	Mathematics	90	389	89	341	89	357	88	408	87	403	84	415
	Written Composition	90	388	94	339	99	352	96	358	98	398	97	415
	Science	93	315	97	343	94	322	91	349	90	371	93	362
	Social Studies	95	313	95	343	93	324	92	343	91	377	91	362
028019	Lafayette High School												
	Language Arts	97	406	97	375	95	397	90	467	90	475	92	458
	Mathematics	94	407	95	367	93	397	89	474	89	482	89	464
	Written Composition	91	402	95	375	98	398	95	463	96	470	96	455
	Science	95	340	97	345	93	345	92	360	89	411	93	419
	Social Studies	95	339	94	340	96	349	95	359	92	421	93	422
028027	Northside High School												
	Language Arts	90	236	89	219	85	196	85	224	73	238	82	224
	Mathematics	83	235	73	220	66	194	67	224	64	236	69	226
	Written Composition	85	226	88	217	94	190	93	224	95	227	96	223
	Science	82	213	91	199	79	197	81	192	80	210	83	169
	Social Studies	87	210	86	201	87	203	90	197	83	209	87	170
028035	Career Center												
	Language Arts	50	10	60	15	~	~	Closed	Closed	~	~	~	~
	Mathematics	60	10	50	14	~	~	Closed	Closed	~	~	~	~
	Written Composition	50	10	67	15	~	~	Closed	Closed	~	~	~	~

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

	1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	94	1,682	93	1,573	94	1,605	89	1,811	86	1,845	90	1,920
Mathematics	88	1,682	87	1,564	88	1,607	83	1,826	83	1,851	84	1,929
Written Composition	89	1,657	93	1,569	98	1,588	95	1,759	96	1,813	97	1,906
Science	90	1,417	94	1,434	89	1,412	87	1,524	87	1,645	89	1,641
Social Studies	92	1,418	91	1,428	92	1,428	92	1,520	89	1,661	90	1,643
State												
Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

Definition

Norm-referenced tests (NRTs)-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028001	Acadian Middle School						
	Fourth Quartile	~	~	~	~	~	12.0
	Third Quartile	~	~	~	~	~	28.9
	Second Quartile	~	~	~	~	~	35.5
	First Quartile	~	~	~	~	~	23.5
	Percentile Rank	~	~	~	~	~	46.0
028006	Broadmoor Elementary School						
	Fourth Quartile	~	~	~	~	~	53.1
	Third Quartile	~	~	~	~	~	26.9
	Second Quartile	~	~	~	~	~	14.6
	First Quartile	~	~	~	~	~	5.4
	Percentile Rank	~	~	~	~	~	75.0
028009	Carencro Heights Elementary School						
	Fourth Quartile	~	~	~	~	~	15.7
	Third Quartile	~	~	~	~	~	32.2
	Second Quartile	~	~	~	~	~	32.2
	First Quartile	~	~	~	~	~	20.0
	Percentile Rank	~	~	~	~	~	48.0
028012	Drexel, Katharine, Elementary School						
	Fourth Quartile	~	~	~	~	~	27.4
	Third Quartile	~	~	~	~	~	27.4
	Second Quartile	~	~	~	~	~	31.1
	First Quartile	~	~	~	~	~	14.2
	Percentile Rank	~	~	~	~	~	56.0
028013	Duson Elementary School						
	Fourth Quartile	~	~	~	~	~	15.4
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	36.5
	First Quartile	~	~	~	~	~	23.1
	Percentile Rank	~	~	~	~	~	46.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028014	Faulk, J.W., Elementary School						
	Fourth Quartile	~	~	~	~	~	0.8
	Third Quartile	~	~	~	~	~	7.9
	Second Quartile	~	~	~	~	~	34.1
	First Quartile	~	~	~	~	~	57.1
	Percentile Rank	~	~	~	~	~	22.0
028021	Lindon, Green T., Elementary School						
	Fourth Quartile	~	~	~	~	~	31.3
	Third Quartile	~	~	~	~	~	24.3
	Second Quartile	~	~	~	~	~	33.0
	First Quartile	~	~	~	~	~	11.3
	Percentile Rank	~	~	~	~	~	59.0
028023	Milton Elementary School						
	Fourth Quartile	~	~	~	~	~	37.6
	Third Quartile	~	~	~	~	~	27.1
	Second Quartile	~	~	~	~	~	23.5
	First Quartile	~	~	~	~	~	11.8
	Percentile Rank	~	~	~	~	~	64.0
028024	Montgomery, S.J., Elementary School						
	Fourth Quartile	~	~	~	~	~	15.7
	Third Quartile	~	~	~	~	~	31.3
	Second Quartile	~	~	~	~	~	31.3
	First Quartile	~	~	~	~	~	21.7
	Percentile Rank	~	~	~	~	~	48.0
028026	Myrtle Place Elementary School						
	Fourth Quartile	~	~	~	~	~	46.5
	Third Quartile	~	~	~	~	~	16.3
	Second Quartile	~	~	~	~	~	4.7
	First Quartile	~	~	~	~	~	32.6
	Percentile Rank	~	~	~	~	~	64.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028028	Ossun Elementary School						
	Fourth Quartile	~	~	~	~	~	19.3
	Third Quartile	~	~	~	~	~	24.4
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	20.2
	Percentile Rank	~	~	~	~	~	48.0
028030	Prairie Elementary School						
	Fourth Quartile	~	~	~	~	~	29.5
	Third Quartile	~	~	~	~	~	34.0
	Second Quartile	~	~	~	~	~	28.8
	First Quartile	~	~	~	~	~	7.7
	Percentile Rank	~	~	~	~	~	62.0
028031	St. Antoine Elementary School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	12.9
	Second Quartile	~	~	~	~	~	29.0
	First Quartile	~	~	~	~	~	58.1
	Percentile Rank	~	~	~	~	~	24.0
028033	Truman Elementary School						
	Fourth Quartile	~	~	~	~	~	5.2
	Third Quartile	~	~	~	~	~	9.3
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	56.7
	Percentile Rank	~	~	~	~	~	26.0
028034	Vermilion Elementary School						
	Fourth Quartile	~	~	~	~	~	8.8
	Third Quartile	~	~	~	~	~	8.8
	Second Quartile	~	~	~	~	~	44.1
	First Quartile	~	~	~	~	~	38.2
	Percentile Rank	~	~	~	~	~	33.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028036	Westside Elementary School						
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	31.3
	Second Quartile	~	~	~	~	~	33.0
	First Quartile	~	~	~	~	~	22.6
	Percentile Rank	~	~	~	~	~	47.0
028037	Woodvale Elementary School						
	Fourth Quartile	~	~	~	~	~	47.5
	Third Quartile	~	~	~	~	~	31.4
	Second Quartile	~	~	~	~	~	16.1
	First Quartile	~	~	~	~	~	5.1
	Percentile Rank	~	~	~	~	~	71.0
028039	Ridge Elementary School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	18.1
	Second Quartile	~	~	~	~	~	36.8
	First Quartile	~	~	~	~	~	22.9
	Percentile Rank	~	~	~	~	~	49.0
028043	LeRosen W. A. Elementary School						
	Fourth Quartile	~	~	~	~	~	36.0
	Third Quartile	~	~	~	~	~	32.0
	Second Quartile	~	~	~	~	~	22.0
	First Quartile	~	~	~	~	~	10.0
	Percentile Rank	~	~	~	~	~	67.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	24.2
	Third Quartile	~	~	~	~	~	25.2
	Second Quartile	~	~	~	~	~	29.2
	First Quartile	~	~	~	~	~	21.4
	Percentile Rank	~	~	~	~	~	53.0
State							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	Percentile Rank	~	~	~	~	~	42.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028001	Acadian Middle School						
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	31.4
	Second Quartile	~	~	~	~	~	33.5
	First Quartile	~	~	~	~	~	18.6
	Percentile Rank	~	~	~	~	~	48.0
028003	Alleman, L.J., Middle School						
	Fourth Quartile	~	~	~	~	~	37.6
	Third Quartile	~	~	~	~	~	32.1
	Second Quartile	~	~	~	~	~	19.4
	First Quartile	~	~	~	~	~	10.9
	Percentile Rank	~	~	~	~	~	63.0
028005	Breaux, Paul, Middle School						
	Fourth Quartile	~	~	~	~	~	51.7
	Third Quartile	~	~	~	~	~	11.7
	Second Quartile	~	~	~	~	~	17.6
	First Quartile	~	~	~	~	~	19.0
	Percentile Rank	~	~	~	~	~	70.0
028007	Broussard Middle School						
	Fourth Quartile	~	~	~	~	~	28.8
	Third Quartile	~	~	~	~	~	28.1
	Second Quartile	~	~	~	~	~	31.3
	First Quartile	~	~	~	~	~	11.9
	Percentile Rank	~	~	~	~	~	57.0
028008	Carencro Middle School						
	Fourth Quartile	~	~	~	~	~	12.1
	Third Quartile	~	~	~	~	~	22.4
	Second Quartile	~	~	~	~	~	34.9
	First Quartile	~	~	~	~	~	30.6
	Percentile Rank	~	~	~	~	~	41.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028016	Judice Middle School						
	Fourth Quartile	~	~	~	~	~	18.1
	Third Quartile	~	~	~	~	~	27.5
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	24.8
	Percentile Rank	~	~	~	~	~	47.0
028018	Lafayette Middle School						
	Fourth Quartile	~	~	~	~	~	9.7
	Third Quartile	~	~	~	~	~	19.4
	Second Quartile	~	~	~	~	~	32.8
	First Quartile	~	~	~	~	~	38.2
	Percentile Rank	~	~	~	~	~	36.0
028022	Martin, Edgar Middle School						
	Fourth Quartile	~	~	~	~	~	35.4
	Third Quartile	~	~	~	~	~	34.6
	Second Quartile	~	~	~	~	~	21.7
	First Quartile	~	~	~	~	~	8.3
	Percentile Rank	~	~	~	~	~	64.0
028023	Milton Elementary School						
	Fourth Quartile	~	~	~	~	~	37.2
	Third Quartile	~	~	~	~	~	39.5
	Second Quartile	~	~	~	~	~	18.6
	First Quartile	~	~	~	~	~	4.7
	Percentile Rank	~	~	~	~	~	67.0
028025	Moss, N.P., Middle School						
	Fourth Quartile	~	~	~	~	~	2.3
	Third Quartile	~	~	~	~	~	11.6
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	54.3
	Percentile Rank	~	~	~	~	~	25.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028032	Scott Middle School						
	Fourth Quartile	~	~	~	~	~	20.0
	Third Quartile	~	~	~	~	~	29.3
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	21.9
	Percentile Rank	~	~	~	~	~	51.0
028038	Youngsville Middle School						
	Fourth Quartile	~	~	~	~	~	29.3
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	27.6
	First Quartile	~	~	~	~	~	12.2
	Percentile Rank	~	~	~	~	~	59.0
District							
	Fourth Quartile	~	~	~	~	~	24.8
	Third Quartile	~	~	~	~	~	26.3
	Second Quartile	~	~	~	~	~	27.5
	First Quartile	~	~	~	~	~	21.4
	Percentile Rank	~	~	~	~	~	53.0
State							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028001	Acadian Middle School						
	Fourth Quartile	~	~	~	~	~	14.5
	Third Quartile	~	~	~	~	~	27.6
	Second Quartile	~	~	~	~	~	34.9
	First Quartile	~	~	~	~	~	23.0
	Percentile Rank	~	~	~	~	~	46.0
028003	Alleman, L.J., Middle School						
	Fourth Quartile	~	~	~	~	~	40.1
	Third Quartile	~	~	~	~	~	29.9
	Second Quartile	~	~	~	~	~	17.4
	First Quartile	~	~	~	~	~	12.6
	Percentile Rank	~	~	~	~	~	64.0
028005	Breaux, Paul, Middle School						
	Fourth Quartile	~	~	~	~	~	53.3
	Third Quartile	~	~	~	~	~	13.8
	Second Quartile	~	~	~	~	~	17.8
	First Quartile	~	~	~	~	~	15.1
	Percentile Rank	~	~	~	~	~	71.0
028007	Broussard Middle School						
	Fourth Quartile	~	~	~	~	~	23.8
	Third Quartile	~	~	~	~	~	41.5
	Second Quartile	~	~	~	~	~	21.1
	First Quartile	~	~	~	~	~	13.6
	Percentile Rank	~	~	~	~	~	57.0
028008	Carencro Middle School						
	Fourth Quartile	~	~	~	~	~	12.5
	Third Quartile	~	~	~	~	~	24.5
	Second Quartile	~	~	~	~	~	38.5
	First Quartile	~	~	~	~	~	24.5
	Percentile Rank	~	~	~	~	~	44.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028016	Judice Middle School						
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	24.4
	Second Quartile	~	~	~	~	~	42.5
	First Quartile	~	~	~	~	~	16.5
	Percentile Rank	~	~	~	~	~	49.0
028018	Lafayette Middle School						
	Fourth Quartile	~	~	~	~	~	8.8
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	38.2
	First Quartile	~	~	~	~	~	28.2
	Percentile Rank	~	~	~	~	~	40.0
028022	Martin, Edgar Middle School						
	Fourth Quartile	~	~	~	~	~	33.9
	Third Quartile	~	~	~	~	~	35.3
	Second Quartile	~	~	~	~	~	20.1
	First Quartile	~	~	~	~	~	10.7
	Percentile Rank	~	~	~	~	~	62.0
028023	Milton Elementary School						
	Fourth Quartile	~	~	~	~	~	46.3
	Third Quartile	~	~	~	~	~	34.3
	Second Quartile	~	~	~	~	~	11.9
	First Quartile	~	~	~	~	~	7.5
	Percentile Rank	~	~	~	~	~	70.0
028025	Moss, N.P., Middle School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	6.7
	Second Quartile	~	~	~	~	~	34.4
	First Quartile	~	~	~	~	~	58.9
	Percentile Rank	~	~	~	~	~	23.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028032	Scott Middle School						
	Fourth Quartile	~	~	~	~	~	19.0
	Third Quartile	~	~	~	~	~	32.8
	Second Quartile	~	~	~	~	~	27.0
	First Quartile	~	~	~	~	~	21.3
	Percentile Rank	~	~	~	~	~	50.0
028038	Youngsville Middle School						
	Fourth Quartile	~	~	~	~	~	22.4
	Third Quartile	~	~	~	~	~	33.7
	Second Quartile	~	~	~	~	~	32.7
	First Quartile	~	~	~	~	~	11.2
	Percentile Rank	~	~	~	~	~	56.0
District							
	Fourth Quartile	~	~	~	~	~	24.2
	Third Quartile	~	~	~	~	~	27.9
	Second Quartile	~	~	~	~	~	28.2
	First Quartile	~	~	~	~	~	19.6
	Percentile Rank	~	~	~	~	~	53.0
State							
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028002	Acadiana High School						
	Fourth Quartile	~	~	~	~	~	19.8
	Third Quartile	~	~	~	~	~	28.5
	Second Quartile	~	~	~	~	~	27.5
	First Quartile	~	~	~	~	~	24.2
	Percentile Rank	~	~	~	~	~	48.0
028010	Carencro High School						
	Fourth Quartile	~	~	~	~	~	10.5
	Third Quartile	~	~	~	~	~	25.1
	Second Quartile	~	~	~	~	~	31.3
	First Quartile	~	~	~	~	~	33.1
	Percentile Rank	~	~	~	~	~	40.0
028011	Comeaux, O. High School						
	Fourth Quartile	~	~	~	~	~	24.8
	Third Quartile	~	~	~	~	~	31.0
	Second Quartile	~	~	~	~	~	25.3
	First Quartile	~	~	~	~	~	18.9
	Percentile Rank	~	~	~	~	~	55.0
028019	Lafayette High School						
	Fourth Quartile	~	~	~	~	~	42.7
	Third Quartile	~	~	~	~	~	22.5
	Second Quartile	~	~	~	~	~	19.4
	First Quartile	~	~	~	~	~	15.4
	Percentile Rank	~	~	~	~	~	63.0
028027	Northside High School						
	Fourth Quartile	~	~	~	~	~	6.5
	Third Quartile	~	~	~	~	~	17.1
	Second Quartile	~	~	~	~	~	33.9
	First Quartile	~	~	~	~	~	42.4
	Percentile Rank	~	~	~	~	~	32.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	22.7
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	26.7
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	49.0
State							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	Percentile Rank	~	~	~	~	~	43.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028002	Acadiana High School						
	Fourth Quartile	~	~	~	~	~	20.8
	Third Quartile	~	~	~	~	~	30.0
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	22.0
	Percentile Rank	~	~	~	~	~	50.0
028010	Carencro High School						
	Fourth Quartile	~	~	~	~	~	14.4
	Third Quartile	~	~	~	~	~	29.9
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	26.0
	Percentile Rank	~	~	~	~	~	44.0
028011	Comeaux, O. High School						
	Fourth Quartile	~	~	~	~	~	31.1
	Third Quartile	~	~	~	~	~	34.0
	Second Quartile	~	~	~	~	~	21.4
	First Quartile	~	~	~	~	~	13.5
	Percentile Rank	~	~	~	~	~	59.0
028019	Lafayette High School						
	Fourth Quartile	~	~	~	~	~	47.7
	Third Quartile	~	~	~	~	~	19.3
	Second Quartile	~	~	~	~	~	21.9
	First Quartile	~	~	~	~	~	11.2
	Percentile Rank	~	~	~	~	~	67.0
028027	Northside High School						
	Fourth Quartile	~	~	~	~	~	10.6
	Third Quartile	~	~	~	~	~	22.6
	Second Quartile	~	~	~	~	~	33.7
	First Quartile	~	~	~	~	~	33.2
	Percentile Rank	~	~	~	~	~	39.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

District		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District	Fourth Quartile	~	~	~	~	~	26.6
	Third Quartile	~	~	~	~	~	27.6
	Second Quartile	~	~	~	~	~	26.0
	First Quartile	~	~	~	~	~	19.8
	Percentile Rank	~	~	~	~	~	54.0
State							
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
028002	Acadiana High School						
	Fourth Quartile	~	~	~	~	~	14.0
	Third Quartile	~	~	~	~	~	22.9
	Second Quartile	~	~	~	~	~	30.2
	First Quartile	~	~	~	~	~	32.9
	Percentile Rank	~	~	~	~	~	40.0
028010	Carencro High School						
	Fourth Quartile	~	~	~	~	~	17.1
	Third Quartile	~	~	~	~	~	20.2
	Second Quartile	~	~	~	~	~	36.6
	First Quartile	~	~	~	~	~	26.1
	Percentile Rank	~	~	~	~	~	44.0
028011	Comeaux, O. High School						
	Fourth Quartile	~	~	~	~	~	32.1
	Third Quartile	~	~	~	~	~	32.4
	Second Quartile	~	~	~	~	~	22.3
	First Quartile	~	~	~	~	~	13.2
	Percentile Rank	~	~	~	~	~	59.0
028019	Lafayette High School						
	Fourth Quartile	~	~	~	~	~	47.3
	Third Quartile	~	~	~	~	~	21.2
	Second Quartile	~	~	~	~	~	20.3
	First Quartile	~	~	~	~	~	11.2
	Percentile Rank	~	~	~	~	~	67.0
028027	Northside High School						
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	19.2
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	33.9
	Percentile Rank	~	~	~	~	~	41.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

District		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District	Fourth Quartile	~	~	~	~	~	26.6
	Third Quartile	~	~	~	~	~	23.5
	Second Quartile	~	~	~	~	~	27.4
	First Quartile	~	~	~	~	~	22.5
	Percentile Rank	~	~	~	~	~	51.0
State							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	45.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshmen Performance	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 10: American College Test (ACT) Results
Average Composite Scores

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
028002 Acadiana High School	20.6	20.0	19.9	20.5	19.8	20.4
028010 Carencro High School	19.2	19.8	19.2	19.5	19.7	19.3
028011 Comeaux, O. High School	20.4	20.7	20.8	21.0	21.3	20.6
028019 Lafayette High School	20.9	21.2	20.9	21.3	21.7	22.2
028027 Northside High School	19.1	18.8	17.6	18.2	17.9	18.4
District (Public)	20.3	20.3	20.0	20.5	20.4	20.6
State (Public and Nonpublic)	19.5	19.4	19.4	19.4	19.4	19.5
Nation (Public and Nonpublic)	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

First-Time Freshmen Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1997-98 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

-
- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
028002	Acadiana High School												
	Number of High School Graduates ¹		308		336		351		358		333		~
	HS Graduates Who Were First-time College Freshmen	37.34	115	45.83	154	38.46	135	39.94	143	42.34	141	~	~
	First-time Freshmen Enrolled in College Remedial Courses	40.87	47	42.21	65	29.63	40	46.85	67	39.72	56	~	~
028010	Carencro High School												
	Number of High School Graduates ¹		211		231		219		213		232		~
	HS Graduates Who Were First-time College Freshmen	34.12	72	36.36	84	32.42	71	41.31	88	30.17	70	~	~
	First-time Freshmen Enrolled in College Remedial Courses	30.56	22	54.76	46	26.76	19	48.86	43	50.00	35	~	~
028011	Comeaux, O. High School												
	Number of High School Graduates ¹		303		345		312		323		342		~
	HS Graduates Who Were First-time College Freshmen	43.56	132	46.96	162	47.12	147	47.37	153	41.23	141	~	~
	First-time Freshmen Enrolled in College Remedial Courses	42.42	56	46.91	76	28.57	42	45.10	69	44.68	63	~	~
028019	Lafayette High School												
	Number of High School Graduates ¹		334		347		348		331		325		~
	HS Graduates Who Were First-time College Freshmen	52.69	176	56.48	196	54.31	189	51.66	171	52.92	172	~	~
	First-time Freshmen Enrolled in College Remedial Courses	44.32	78	43.88	86	30.16	57	45.61	78	41.28	71	~	~
028027	Northside High School												
	Number of High School Graduates ¹		203		204		224		208		164		~
	HS Graduates Who Were First-time College Freshmen	38.92	79	40.69	83	40.18	90	38.94	81	43.29	71	~	~
	First-time Freshmen Enrolled in College Remedial Courses	44.30	35	56.63	47	41.11	37	58.02	47	59.15	42	~	~
District (Public)													
	Number of High School Graduates ¹		1,359		1,463		1,454		1,433		1,396		~
	HS Graduates Who Were First-time College Freshmen	42.24	574	46.41	679	43.47	632	44.38	636	42.62	595	~	~
	First-time Freshmen Enrolled in College Remedial Courses	41.46	238	47.13	320	30.85	195	47.80	304	44.87	267	~	~
State (Public)													
	Number of High School Graduates ¹		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

Percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

middle/junior high category—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

